

**Northwestern Oklahoma
State University**

Diversity Report

2013-2014

Academic Year

Northwestern Oklahoma State University

**Northwestern Libraries
Digital Archives and Resources**

**Northwestern Oklahoma State University
Diversity Report**

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Forward and Acknowledgments

The Administration of Northwestern Oklahoma State University determined that Diversity Awareness and Action should be a significant component of the institutional Strategic Plan. The strategic action plan, which was developed by representative stakeholders from each university department, reflects the ongoing efforts of university faculty, staff, students, and administrators to enrich the lives of the NWOSU multi-campus community culturally, socially, and educationally.

Specifically, in regard to the issues of diversity, the NWOSU community respects and understands that it is only through continued exposure to and acceptance of the many facets of difference that an individual will function successfully within a global environment. Further, the NWOSU campus community desires to provide multiple outreach venues to its service area communities and professional practitioners in efforts to instruct and engage the diverse populations which reside and work within northwest Oklahoma, the Oklahoma panhandle, the Texas panhandle and southern Kansas.

Finally, the NWOSU service area has experienced the effects of population changes in various regions of its service area as a result of the growth in the oil and gas industry. Additionally, NWOSU has seen a rapid increase in the first and second generation Hispanic/Latino(a) immigrant population. This specific population increase is the result of a growth in the vertical integration of agri-business concerns and oil and gas exploration throughout the southern Great Plains. The demographic mosaic of this geographic region is a micro-reflection of the continued population redistribution being experienced through-out the southern tier of the United States. For all of these reasons, the NWOSU community works to further its strategic objective of continuing the diversity experience on each of its campuses and across the academic continuum. The various sections of this report will highlight activities and events that have aided in creating a climate of acceptance of the differences among and between members of the NWOSU community. The Diversity Committee wishes to thank all who have contributed their time and documentation efforts toward the production of this university report, and especially wishes to thank the senior administration for their ongoing support of diversity throughout the NWOSU service area communities and campuses.

Respectfully,

A handwritten signature in cursive script that reads "Kay Decker".

Kay Decker, Ed.D. Professor of Sociology
Chair of Social Sciences Department
Chair of NWOSU Diversity Committee

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NWOSU Diversity Report 2013-2014
Diversity Committee Membership
&
Special Trainings and Events

Northwestern Oklahoma State University

Diversity Committee Membership

The Diversity Committee is comprised of faculty and staff from several departments within the campus community. The membership is listed below.

- Dr. Kay Decker, Chair of Diversity Committee
Chair of the Social Sciences Department and Professor of Sociology
- Mr. Calleb Mosburg, Dean of Students and of Enrollment Management
- Dr. Francisco Martinez, Associate Professor of Spanish
- Dr. Joseph Nnanna, Assistant Professor of Business
- Susan Jeffries, Director of Libraries
- Ms. Megan Stratton, International Students Coordinator

Heritage Committee

The Heritage Committee is responsible for developing and scheduling specific events and activities which focus on Cultural Heritage issues and Diversity. The membership is comprised of staff and faculty at all campus locations. The members include:

- Mr. Brad Franz, Vice President of Students and Enrollment Management
- Dr. Deena Fisher, Dean of the Woodward Campus
- Dr. Wayne McMillan, Dean of the Enid Campus
- Candace Reim, Coordinator of Student Services, Enid Campus
- Kristin Mravinec, Events Coordinator, Woodward Campus
- Susan Jeffries, Director of Libraries

Special Events and Awareness Campaign Issues
Sponsored and Developed by
Diversity Committee Members

The membership of the university Diversity Committee and Heritage Sub-Committee includes faculty, staff and administration. The committee undertakes the goal of bringing Diversity Related Activities to campus and facilitates training activities and increased awareness of diversity issues within the classroom and student activities settings.

- ✓ The Diversity Committee met September 20, 2013 for its fall meeting. See attached agenda as Exhibit A. The Diversity Committee met on April 3, 2014 for its spring meeting. See attached agenda as Exhibit B.
- ✓ Dr. Kay Decker met with the each academic department throughout the school year to discuss demographic changes, student population characteristics, faculty recruitment and other issues related to diversity. Additional information about the needs of minority students was provided to this group as well.
- ✓ Dr. Francisco Martinez and Dr. Kay Decker developed a faculty and staff online training module which is located on the Blackboard System, which addresses Cross Cultural Communications and NWOSU Student Demographics. The online training module is accessible by all faculty and staff.
- ✓ Dr. Kay Decker and various students and faculty developed the NWOSU "I Have a Dream" Speech Commemorative Poster that is displayed on all three NWOSU campus locations to commemorate the 50th Anniversary of the Civil Rights Era March on Washington, D.C. in 1963.
- ✓ The Heritage Month Committee, led by Dean Calleb Mosburg, coordinated the Black History month activities, Hispanic Awareness month activities, American Indian History month activities and Women's History month activities for all three NWOSU campuses during the 2013-2014 academic year.
- ✓ The Diversity Committee developed the criteria for NWOSU administration to reference in awarding outstanding diversity support/awareness recognition to staff and faculty. It also maintains a file of all diversity events or activities which are supported, developed, or practiced by members of the NWOSU community and develop the annual Diversity Report. Further, the Diversity Committee oversaw continued implementation of the Diversity Plan. See plan included in this report.
- ✓ Diversity Committee members were recognized at the annual Faculty/Staff Recognition Ceremony, and those faculty and staff who exhibited exceptional engagement with regard to diversity awareness were recognized by the Diversity Committee in November, 2013.
- ✓ A number of speakers and activities across all three campuses highlighted the issues of diversity throughout the academic year. Among these included the Presidential Lecture Series, the Cultural Heritage Lecture Series, the Archaeological Lectures associated with the NWOSU Museum of Natural History, the Social Work Department's Issues and Awareness Events held throughout the year, guest authors present throughout the year sponsored by the Social Sciences, English and Foreign Languages departments, and numerous other events sponsored by the Heritage Committee, various departments and student organizations throughout the academic year.

NWOSU Diversity Committee
Agenda for Regular Meeting: September 20th at 2:30 p.m. in Jesse Dunn 312

1. Call to order and record members present and absent
2. Discuss 2012-2013 Diversity Report
3. Discuss 2011-2015 Institutional Diversity Plan
4. Select faculty and staff who will be recognized for Diversity Awareness and Support at the Annual Faculty/Staff Recognition Day in November.
5. Discuss the collection of data and documentation for the current academic year reporting.
6. Discuss possible training needs/ opportunities for spring term.
7. Heritage Month Plan and Report—Caleb Mosburg
8. International Students (# and Programming) Report—Julie Lehr
9. Reminder of Incentive Fund for Diversity Outreach/Research
10. New Business
11. Adjourn

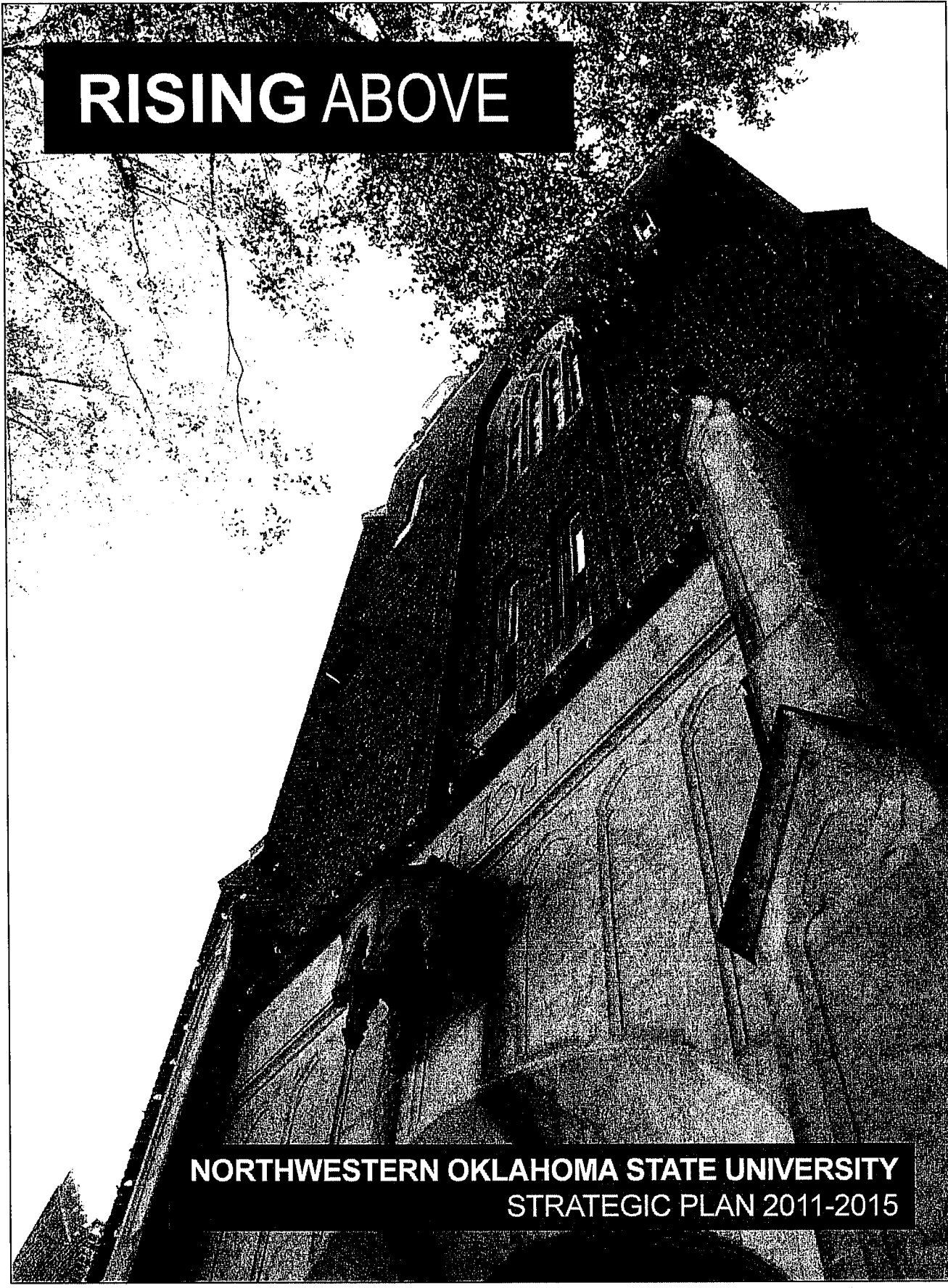
Diversity Committee Meeting

Agenda for April 3, 2014 in Jesse Dunn 312

1. Call to order and record members present and absent.
2. Discuss NWOSU Diversity Plan and the HLC Self Study Diversity Component.
3. Discuss General Education courses that address Diversity.
4. Discuss Diversity Reporting Procedures for all faculty and administrative units.
5. Discuss upcoming Diversity related events.
6. Discuss Diversity online Training Opportunities on Blackboard.
7. New Business.
8. Adjourn.

Decker
Lohmann
Martinez
Megan Stratton
Susan Jeffries

NWOSU Diversity Report 2013-2014
University Strategic Plan
and
Diversity Program



RISING ABOVE

**NORTHWESTERN OKLAHOMA STATE UNIVERSITY
STRATEGIC PLAN 2011-2015**



A Message from the President

Nearly four years ago, Northwestern Oklahoma State University launched its strategic plan titled "A Vision for Leadership." The plan provided a blueprint from which we would begin to position the institution as a leader among the region's baccalaureate universities. By all accounts, the plan was a success.

During this time, enrollment has grown to its largest level in nearly four decades, bolstered by near record-setting freshmen classes. Many of our academic programs embraced the call to leadership by seeking national accreditation and the rigorous standards associated with membership. Our campuses were energized by a surge in the number of students choosing to live in campus residence halls and by active and vibrant clubs and organizations. Private giving to Northwestern rose to record levels, and the University received national recognition for being among the nation's best in affordability and for the low amount of student debt carried by graduates. The past four years have been among the institution's best ever, yet our "Vision for Leadership" became blurred by storm clouds on the horizon.

At both the state and national levels, public higher education faces challenges unprecedented in its history. Economic challenges have led to cuts in public funding for education, forcing students to bear a much greater share of the cost of attendance. Northwestern has not been immune to these funding cuts. Today, state appropriations comprise less than 47 percent of the institution's total budget, an historic low.

Even the very purpose of liberal arts-based higher education has come under assault from groups across the nation and in Oklahoma, with universities like Northwestern caught in a game of political football. Once considered one of Oklahoma's greatest treasures for more than a century, public higher education today stands at a crossroads. For Northwestern, the direction is clear - we will rise above these challenges and continue to build upon a 114-year tradition of academic excellence and service to the people of Oklahoma.

That brings us to the title of our new strategic plan - "Rising Above." The title represents our united resolve to move Northwestern forward in a time of uncertainty. This strategic plan presents an ambitious agenda to prepare our students to succeed in a rapidly-changing world by providing them with an educational foundation based on critical thinking, service, ethical leadership and personal responsibility. We will do this by strengthening our curriculum, empowering our faculty and staff and building a campus environment that fosters the teaching and learning process. Northwestern will play an even greater role in improving the quality of life for the region's citizens by reaching out to build partnerships and alliances that will enhance the educational and economic development of Oklahoma, with emphasis on our rural communities.

"Rising Above" requires the commitment of the entire University community, along with the support of our alumni and friends. Everyone who has an affinity for Northwestern, who believes in its mission and values, must rise with us in a united effort to propel the University to even greater levels of success. Please take a few moments to view the strategic directions, objectives and initiatives that will guide us for the next several years. I welcome your thoughts and ideas as we begin our ascent to greatness.

Sincerely,

A handwritten signature in cursive script that reads "Janet Cunningham".

Janet Cunningham, Ed.D.
President



Our Mission *The purpose of the University*

Northwestern Oklahoma State University provides quality educational and cultural opportunities to learners with diverse needs by cultivating ethical leadership and service, critical thinking and fiscal responsibility.

Our Vision *The aspirations of the University*

Northwestern aspires to be a vibrant innovative regional university of choice whose students, faculty, staff and alumni succeed and lead in their academic, professional, cultural and service endeavors.

Our Values *The guiding principles of the University*

Academic Excellence

Northwestern will provide the best possible educational experience for every student.

Accessibility

Northwestern is committed to accessibility of its programs and services.

Community

Northwestern will strive to create a sense of community that extends beyond campus boundaries.

Diversity

Northwestern will respect the individual rights of all persons.

Responsibility

Northwestern will maintain the highest levels of ethical standards and accountability.

Strategic Direction 1



Preparing Students for Success



Northwestern will provide and document a broad-based and purposeful collegiate experience to prepare students for success in the region, the state of Oklahoma, and in national and global communities.

Our Rationale

Northwestern fosters development of critical thinking; ethical leadership; and cultural, social and academic literacy; and employs means to assess these. The University embraces the strengths and contributions of a diverse society in the classroom, as well as through distance learning, University-sponsored events and service learning/civic engagement activities.

Promote an effective learning environment that fosters critical thinking and ethical leadership.

- Review all degree programs to ensure each has published clearly-defined student learning outcomes that include specific subject knowledge, expectations for critical thinking and ethical leadership.
- Continue current assessment procedures and explore best practices for implementing results.
- Strive to provide additional internship opportunities in academic programs.
- Review all existing programs and investigate opportunities to create new academic programs.
- Embrace best practices in advisement and retention programs.

Enhance awareness and understanding of the unique qualities of diverse cultures.

- Review all programs and the general education curriculum to ensure each includes appropriate student learning outcomes that foster an understanding of diverse cultures.
- Strengthen student and faculty engagement in study abroad initiatives.
- Enhance support for international students.
- Strengthen relationships with international and minority graduates.

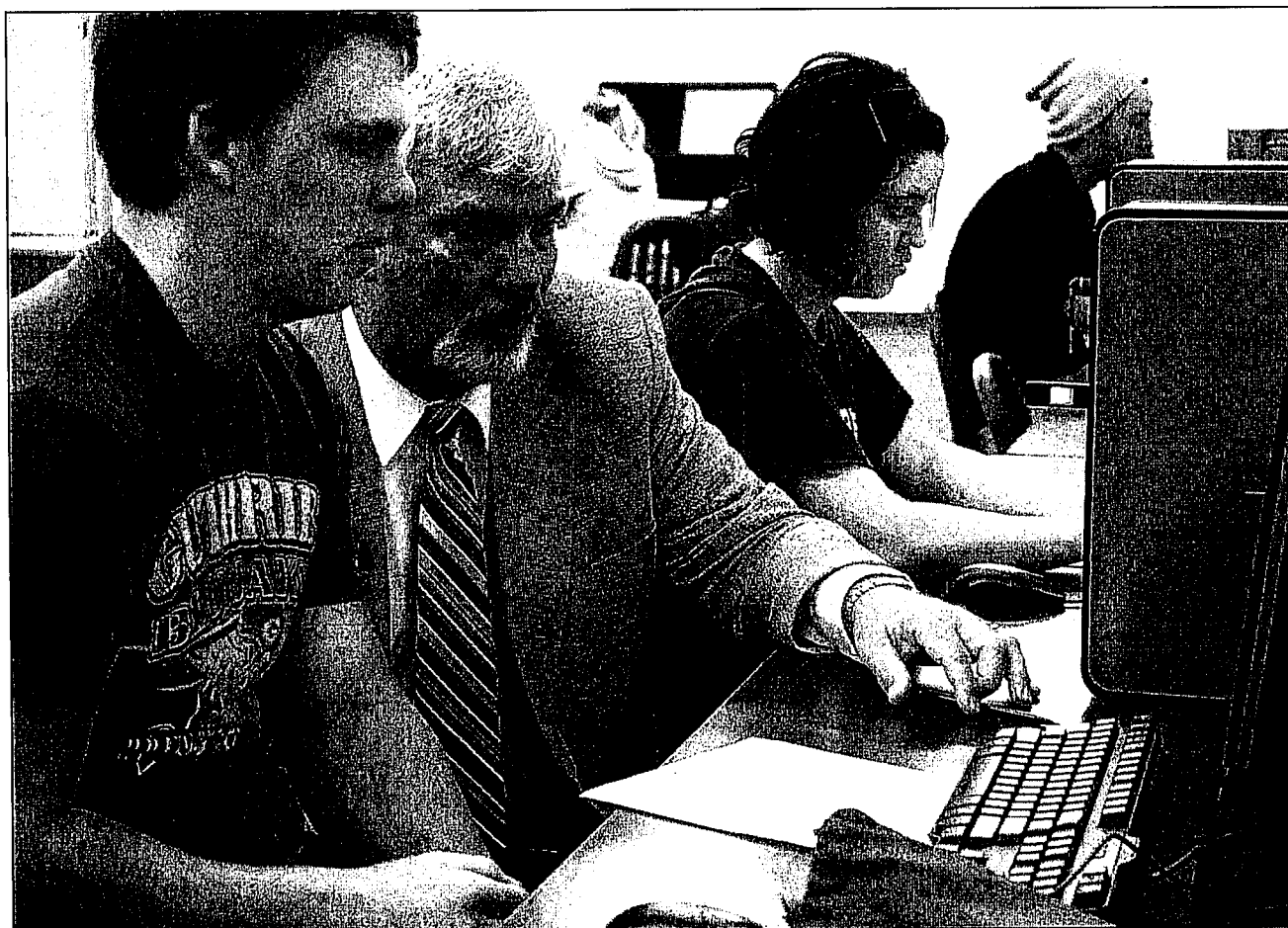
Embrace existing and emerging technologies to provide relevant, accessible, and affordable education.

- Increase distance education opportunities for students.
- Anticipate and apply new pedagogical techniques to fit with emerging technologies.

Enhance support for service learning programs and civic engagement activities.

- Embed service learning/civic engagement components within the curriculum.
- Refine and implement effective methods to document and assess service learning/civic engagement activities.
- Promote special recognition for faculty, staff and students who actively engage in service learning/civic engagement activities.

Strategic Direction 2



Supporting Faculty and Staff



Northwestern will support faculty and staff development.

Our Rationale

Recognizing the value of its human resources, Northwestern seeks to enhance the activities and abilities of its faculty including teaching, scholarship, and service. Additionally, the University will support professional development and service opportunities for its staff.

Provide opportunities for faculty members to augment their capacity to engage and motivate students.

- As available provide funding for faculty development opportunities.
- Embrace existing and emerging technologies as they improve the facilitation of teaching and learning.
- Provide a collaborative atmosphere among faculty designed to enhance pedagogy.

Provide faculty members with resources to enhance scholarly activity.

- Encourage faculty participation in professional organizations.
- Promote student and faculty research.
- Enhance support for faculty seeking grants.
- Recognize faculty for their scholarly achievements.

Provide faculty and staff with opportunities in the area of service.

- Strengthen institutional support for faculty who develop service learning/civic engagement activities.
- Enhance opportunities for staff to participate in service learning/civic engagement activities.

Recruit, hire and retain qualified faculty and staff.

- Strive to provide competitive salaries as state budget allows.
- Implement strategies to enhance faculty and staff recruitment.
- Explore tactics to increase diversity among faculty and staff.
- Explore strategies to retain quality faculty and staff.

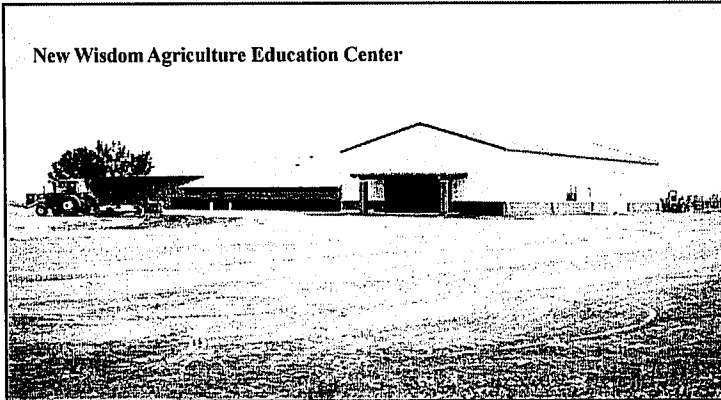
Expand professional development opportunities for staff.

- Enhance orientation workshops for new staff members.
- Promote educational and training opportunities.

Strategic Direction 3



Improving our Campuses



Northwestern will devise and implement an aggressive plan for upgrading its infrastructure to project a positive, growing and vital image to its stakeholders.

Our Rationale

Northwestern recognizes the value of aesthetically pleasing campuses at its Alva, Enid and Woodward sites to provide a safe learning environment, enhance recruitment and retention, and cultivate a sense of “Ranger Pride” in the communities it serves.

Continue to improve University facilities to foster a student-oriented learning environment and evaluate facilities for capital improvement projects.

- Continue renovation of the classroom and administration buildings and enhance general meeting spaces.
- Repair deteriorated sidewalks, upgrade campus lighting and develop safer parking lots.

Improve facilities to enhance the quality of life for residents in University housing.

- Enhance University housing facilities to provide a secure, comfortable and aesthetically pleasing living and learning environment.

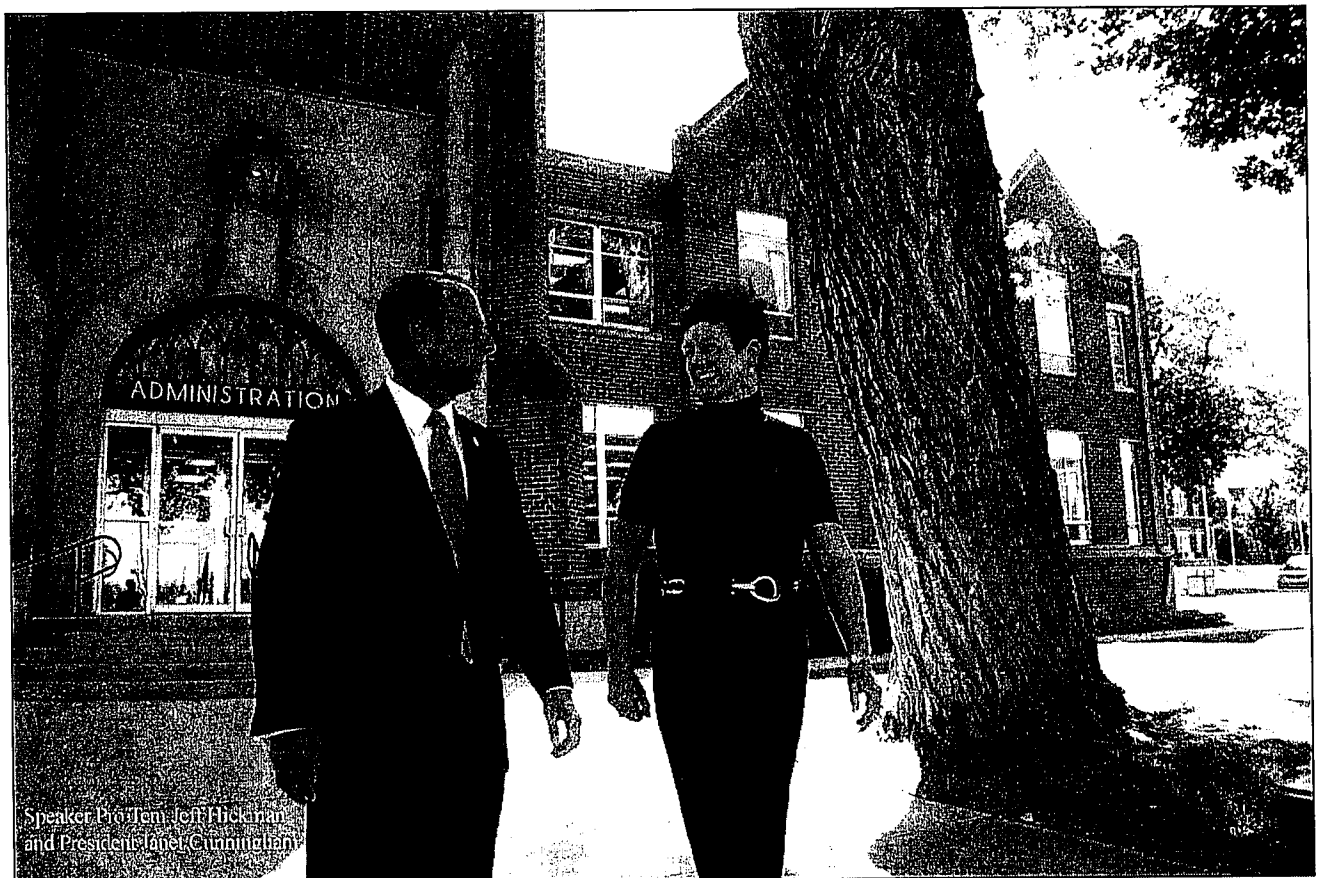
Continue improvement of public venues to create an attractive, functional and safe environment.

- Upgrade Ranger Field Press Box.
- Renovate Herod Hall Auditorium.
- Renovate the Alva campus mall area.
- Retrofit the Campbell rodeo facility.
- Complete Bridge Project on Enid campus.
- Expand parking on Woodward campus.
- Install Ranger statue on Woodward campus.

Expand current procedures and initiate new efforts to develop an eco-friendly institution.

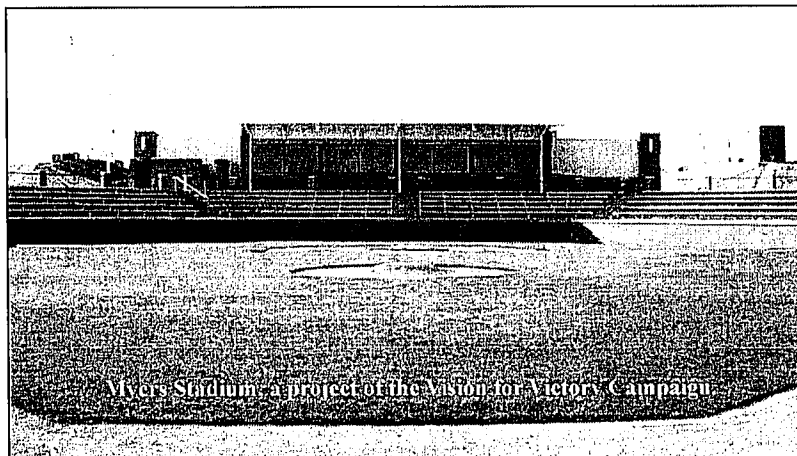
- Explore methods of recycling at all campus sites.
- Examine the implementation of energy-saving procedures.
- Research the implementation of green energy resources.

Strategic Direction 4



Speaker Pro Tem Jeff Hickey
and President Janet Cunningham

Building Partnerships



Northwestern will build partnerships and alliances with groups and stakeholders who share common goals in advancing the mission of the University.

Our Rationale

Northwestern values relationships with groups and individuals who support the mission and vision of the University.

Seek new methods to communicate messages about the distinctive advantages and opportunities offered by the University.

- Develop and implement a marketing campaign to assist in recruiting new students and enhance a sense of pride in the University.
- Utilize new communications platforms to inform and engage internal and external audiences.

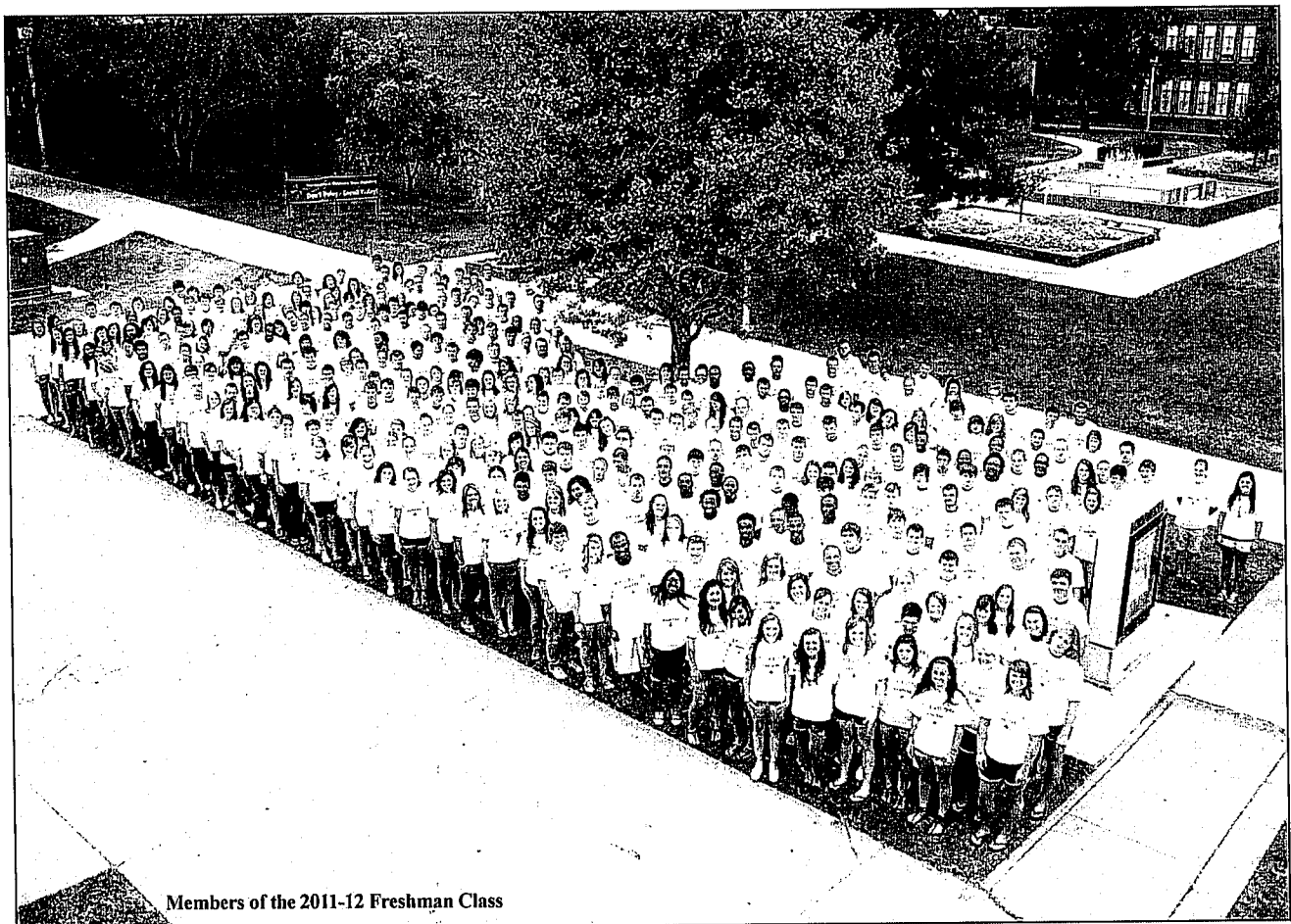
Strengthen relations and support of the institution with its external constituents.

- Seek opportunities to serve local communities by providing expertise and access to appropriate resources.
- Develop new partnerships with educational entities to provide services and opportunities to students.
- Strengthen relationships with legislative leaders and governmental agencies at the local, state and federal levels.
- Seek opportunities to engage alumni, friends of the University, and community residents in university life and promote positive interaction with students.
- Seek opportunities for partnership with business and industry.

Continue to seek sources of external funding, in partnership with the Northwestern Foundation, to advance the strategic goals of the University.

- Aggressively seek additional endowed professorships, lectureships and chairs.
- Increase scholarship support to provide assistance to a greater number of students.
- Increase funding generated through grants on an annual basis.
- Seek funding for capital improvement projects.

Strategic Direction 5



Members of the 2011-12 Freshman Class

Managing Enrollment



Through its enrollment management plan, Northwestern will foster student enrollment growth to ensure vitality of the University.

Our Rationale

Northwestern's ability to fulfill its mission depends on an evolving enrollment management plan. A well-planned and well-organized collaborative effort will assist in recruiting and retaining students.

Update and execute the University's enrollment management plan. This will include the recruitment of new students through a systematic program promoting quality and affordable educational opportunities.

- Increase the number of new students.
- Continue work to attract academically high-performing students.
- Continue to recruit a diverse student population.

Increase retention rates.

- Expand and enhance academic support for students.
- Increase graduation rates.
- Increase student employment opportunities.
- Enhance opportunities for vibrant student life.

Seek membership in the National Collegiate Athletic Association.

- Move intercollegiate athletics to NCAA Division II.
- Seek appropriate conference membership.

University Administration

Dr. Janet Cunningham	President
Dr. Steve Lohmann	Executive Vice President
Mr. David Pecha	Vice President for Administration
Mr. Brad Franz	Vice President for Student Affairs and Enrollment Management
Mr. Steve Valencia	Associate Vice President for University Relations
Dr. James Bowen	Dean of the School of Professional Studies
Dr. Mike Knedler	Dean of the School of Arts and Sciences
Dr. Deena Fisher	Dean of the Woodward Campus
Dr. Wayne McMillin	Dean of the Enid Campus
Mr. Andrew Carter	Director of Athletics
Ms. Myra Davison	Administrative Assistant to the President
Mr. Skeeter Bird	Chief Executive Officer of the Northwestern Foundation

Strategic Planning Steering Committee

Dr. Steve Lohmann	Chair	Dr. Janet Cunningham	Ex-Officio
Mr. Skeeter Bird		Dr. James Bowen	
Ms. Myra Davison		Dr. Deena Fisher	
Mr. Brad Franz		Ms. Leah Haines	
Dr. Shawn Holliday		Dr. Mike Knedler	
Dr. Tim Maharry		Dr. Steven Maier	
Ms. Wendy McManus		Dr. Chandler Mead	
Mr. David Pecha		Dr. Cynthia Pfeifer-Hill	
Dr. Dean Scarbrough		Dr. Eric Schmaltz	
Mr. Jesse Schroeder		Ms. Debbie Skinner	
Ms. Karen Sneary		Mr. Steve Valencia	
Mr. David Washington		Ms. Kimberly Weast	
Ms. Lora Bryant		Ms. Tiffany George	
Ms. Michelle Kaufman		Mr. Kyle Murrow	



Northwestern Oklahoma State University is a proud member of the Regional University System of Oklahoma.

*“The greater danger for most of us
lies not in setting our aim too high
and falling short;
but in setting our aim too low,
and achieving our mark.”*

Michelangelo



Provide your thoughts on "Rising Above" by email at risingabove@nwosu.edu

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Diversity Plan for Northwestern Oklahoma State University 2011-2015

Introduction

Northwestern Oklahoma State University published the Strategic plan, “Building a Community of Learners” in 2003. This plan established the formal Diversity Plan for the institution which established its initial definition of diversity and action plan directives. Since that time, Northwestern Oklahoma State University has undertaken another Strategic Planning Initiative which culminated in the publication of its new Strategic Plan “Rising Above” in 2010. Pursuant to the new strategic plan, the diversity plan and directives at Northwestern has continued to undergo evaluation and change.

A dynamic diversity program is an essential dimension of Northwestern’s pursuit of excellence. As the world continues to change, the Northwestern community has responded with a proactive approach for promoting diversity on its three campuses as evidenced by its mission statement “Northwestern Oklahoma State University provides quality educational and cultural opportunities to learners with diverse needs by cultivating ethical leadership, critical thinking, and fiscal responsibility”. Furthermore, students, faculty, staff, administrators and stakeholders realize that a diversity program involves continuous experimentation, assessment, and innovation. Specifically, Northwestern defines and embraces diversity in the following manner:

One of Northwestern’s Core Values focuses on diversity and states that “Northwestern will respect the individual rights of all persons”. Northwestern values the differences of every individual; promotes the expression of differing opinions and beliefs; appreciates the culture and backgrounds of each person; and treats every individual with respect.

Diversity is the presence and valued participation of individuals who differ and are similar by characteristics including race, age, ethnicity, gender identity or expression, national origin, human capacity, community affiliation, religious and spiritual identity, veteran status, sexual orientation, and socio-economic status. This definition guides the institutional climate academically, socially, individually, and economically. The Northwestern community considers diversity as an indispensable component of academic and personal excellence. Northwestern embraces the concept that a diverse learning environment fosters a rich civic learning and engagement process which prepares us to live in an increasingly globalized and complex world.

Strategic Directive #1:

As a key component of Northwestern’s first strategic direction, the institution will provide a broad-based collegiate experience designed to prepare students for leadership in a global society by expanding opportunities for students and faculty to study abroad; assisting our faculty, staff, and students in pursuing and developing relationships with underrepresented groups within our service region; and will provide opportunities to develop a broader global awareness by enhancing the general education curriculum.

Institutional Diversity Goals

The Diversity Committee, as part of its charge to enhance and address issues of diversity within the institutional framework, has established a set of goals which will drive specific diversity related initiatives for the coming four years. These goals include the following:

Improve and support underrepresented groups at Northwestern's multi-campus system through technology, quality communications, supportive services and programs and removal of barriers to access and affordability;

Work to build the number of qualified minority faculty campus-wide;

Provide opportunity in each administrative and academic unit to engage students and to educate faculty and staff about issues of globalization and human diversity;

Improve the institution's ability to accurately track the demographic characteristics of students, faculty and staff.

Institutional Diversity Initiatives

The Diversity Committee has established a set of overarching initiatives which will drive the implementation of diversity programs and opportunities for the coming four years as well as assist with assessment of diversity related strategies. These initiatives include the following:

Encourage campus and community partnerships that build the educational pipeline of under-represented groups;

Establish the President's Award for Student Leadership in Diversity and Civic Engagement;

Make effective use of the First Generation Scholarship Program to assist first generation college students who attend Northwestern;

Develop an improved "Position Announcements" recruitment process to support the institution's efforts to attract a more diverse faculty and staff to the predominantly rural service region;

Develop a faculty and staff incentive fund which would support the efforts of faculty and staff to pursue research, attend conferences, develop presentations, and design curricular changes which improve diversity awareness and engagement within the Northwestern campus community;

Improve the university's website to highlight campus and community diversity;

Create a faculty and staff online training certificate program to insure year-round access to cultural awareness and diversity training and education to all faculty and staff at their convenience as a means of encouraging inclusive excellence both in the classroom and beyond;

Establish an annual faculty development session each year to provide opportunity for promoting "Diversity Best Practices";

Improving institutional effectiveness in regard to data capture and analysis across academic and administrative units;

Improve communications among and between academic and administrative units for the purposes of disseminating aggregated data collection.

Additionally, the Diversity Committee recommends that Northwestern continue its practice of recognizing faculty and staff contributions to diversity each year as part of the faculty and staff recognition ceremony. Furthermore, it is recommended that the Diversity Committee continue the publication of the Institution's Annual Diversity Report in hardcopy format and begin offering it in digitized format as well.

NWOSU Diversity Report 2013-2014

University Service Area Demographics

Northwest Oklahoma Demographic Profile by County **(United States Census Bureau, 2013 County Quick Facts)**

The following pages provide a brief overview of the demographic characteristics of the primary service area counties from which Northwestern Oklahoma State University annually recruits. The data also stipulate the expected demographic characteristics of incoming freshmen students in five years and ten years with all variables remaining constant. An Executive Summary offers an overview of the demographic information.

Executive Summary of Service Area Demographics

The ten counties in Oklahoma which are served by Northwestern Oklahoma State University range from very rural to urban. The service area counties of Northwestern Oklahoma State University fall among the sixty percent of the Great Plains counties which lost population from 2000 to 2010. However, many of these counties have experienced significant demographic change beginning in 2010 as a result of the oil and gas boom in the region.

Each service region county has experienced a growth in the Hispanic/Latino population during the past twenty years. This minority group is comprised of first and second generation immigrants to the United States. The American Indian and African American populations demonstrated a slight growth in the last ten years as well. In Garfield County, a significant Marshallese population exists. This population is accessing higher education in increasing numbers. Many of these individuals do not exhibit 8th grade competency in English literacy attainment, which presents challenges to these students in terms of reading and writing in higher education.

The total population for the ten northwest Oklahoma counties stands at 175,649 with Garfield County demonstrating the highest population at 62,267. The least populated county in the NWOSU service region is Harper County with 3,813 residents. 21% of the total regional population is currently under age 18. 15.84% of the total regional population is currently over age 65. 4.65% of the total regional population speaks a language other than English in the home. 12.15% of the total regional population lives at or below the poverty line. Kay County has the highest poverty rates at 17.6% of the total population with Harper County having 15.3% of the population living at or below the poverty line. Northwest Oklahoma does not have a large racial and ethnic minority population compared to many other parts of the United States. The various racial and ethnic minority group population percentages of the total 10 county service region are listed as follows (U.S. Census General Population Quick Facts Data, 2013 Estimates):

African-American	1.99%
American Indian	4.14%
Asian-American	.78%
Hispanic/Latino	8.24%
Two or More Races	2.97%

The American Indian population is heavily concentrated in Kay and Noble Counties (10.3% and 8.9% respectively) which are home to the Ponca, Tonkawa, Otoe-Missouria Tribes. The northwest Oklahoma counties of Alfalfa, Ellis, Harper, Woods and Woodward have very small American Indian populations which is the result of historical patterns of Indian removal during the latter half of the 1800s. The Oklahoma Panhandle and the far northwest counties in Oklahoma were not set aside for tribal relocation, and do not have designated Indian or Tribal lands at the current time.

Alfalfa County exhibits the highest percentage (4.2%) of African-Americans as a result of the small total county-wide population and one large medium security correctional facility being located in that county. Garfield County follows closely behind in the percentage of African Americans (3.3%) and Woods County (3.2%) within the county population. Harper County exhibits the highest percentage of Hispanics with 19.3% of the total population claiming Hispanic ethnicity. This is significant for NWOSU in that 1/5th of the total population in Harper County claims Hispanic heritage.

The English Language Learner (ELL) population continues to increase, as first generation Mexican immigrants locate in this region of the Great Plains. All educational institutions will experience increases in the number of students who are in need of academic remediation as a result of increases in immigration from Central American countries and because of rising child poverty rates across the region. 4.65% of the total population in the region speaks a language other than English in the home.

The median household income for the ten service area counties stands at \$45,961., which is significantly below the national MHI and somewhat above the MHI for the state of Oklahoma of \$44,891. Housing and energy costs are less expensive in northwest Oklahoma than in most other regions of the United States, however, the region does exhibit salary and wage scales which are significantly lower in most professions. The pages immediately following this summary are excerpts from the United States Bureau of the Census-2013 Fact Sheets on the ten service area counties and are listed as Exhibit A of this section.

||||

Search

Topics
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Press, Events, Blogs

State & County QuickFacts

Alfalfa County, Oklahoma

People QuickFacts	Alfalfa	
	County	Oklahoma
Population, 2013 estimate	5,847	3,850,568
Population, 2010 (April 1) estimates base	5,642	3,751,357
Population, percent change, April 1, 2010 to July 1, 2013	3.6%	2.6%
Population, 2010	5,642	3,751,351
Persons under 5 years, percent, 2013	5.1%	6.9%
Persons under 18 years, percent, 2013	19.2%	24.6%
Persons 65 years and over, percent, 2013	18.1%	14.3%
Female persons, percent, 2013	40.4%	50.5%
White alone, percent, 2013 (a)	89.2%	75.4%
Black or African American alone, percent, 2013 (a)	4.2%	7.7%
American Indian and Alaska Native alone, percent, 2013 (a)	3.8%	9.0%
Asian alone, percent, 2013 (a)	0.4%	2.0%
Native Hawaiian and Other Pacific Islander alone, percent, 2013 (a)	0.1%	0.2%
Two or More Races, percent, 2013	2.4%	5.8%
Hispanic or Latino, percent, 2013 (b)	5.0%	9.6%
White alone, not Hispanic or Latino, percent, 2013	85.0%	67.5%
Living in same house 1 year & over, percent, 2008-2012	82.2%	82.1%
Foreign born persons, percent, 2008-2012	1.8%	5.5%
Language other than English spoken at home, pct age 5+, 2008-2012	5.3%	9.2%
High school graduate or higher, percent of persons age 25+, 2008-2012	86.0%	86.2%
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	20.5%	23.2%
Veterans, 2008-2012	554	322,008
Mean travel time to work (minutes), workers age 16+, 2008-2012	18.0	21.0
Housing units, 2013	2,738	1,682,256
Homeownership rate, 2008-2012	78.4%	67.5%
Housing units in multi-unit structures, percent, 2008-2012	1.8%	15.1%
Median value of owner-occupied housing units, 2008-2012	\$62,100	\$110,800
Households, 2008-2012	2,047	1,439,292
Persons per household, 2008-2012	2.22	2.53
Per capita money income in past 12 months (2012 dollars), 2008-2012	\$23,271	\$24,046
Median household income, 2008-2012	\$41,943	\$44,891
Persons below poverty level, percent, 2008-2012	12.0%	16.6%
Business QuickFacts	Alfalfa	
	County	Oklahoma
Private nonfarm establishments, 2012	131	90,954 ²
Private nonfarm employment, 2012	820	1,305,183 ²
Private nonfarm employment, percent change, 2011-2012	5.1%	3.5% ²
Nonemployer establishments, 2012	396	266,586
Total number of firms, 2007	525	333,797
Black-owned firms, percent, 2007	F	3.1%
American Indian- and Alaska Native-owned firms, percent, 2007	F	6.3%
Asian-owned firms, percent, 2007	F	2.0%

Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	F	0.0%
Hispanic-owned firms, percent, 2007	F	2.3%
Women-owned firms, percent, 2007	S	25.3%

Manufacturers shipments, 2007 (\$1000)	0 ¹	60,681,358
Merchant wholesaler sales, 2007 (\$1000)	23,261	48,074,682
Retail sales, 2007 (\$1000)	33,329	43,095,353
Retail sales per capita, 2007	\$5,983	\$11,931
Accommodation and food services sales, 2007 (\$1000)	1,215	5,106,585
Building permits, 2012	0	11,930

Geography QuickFacts	Alfalfa County	Oklahoma
Land area in square miles, 2010	866.46	68,594.92
Persons per square mile, 2010	6.5	54.7
FIPS Code	003	40
Metropolitan or Micropolitan Statistical Area	None	

1: Counties with 500 employees or less are excluded.
 2: Includes data not distributed by county.

(a) Includes persons reporting only one race.
 (b) Hispanics may be of any race, so also are included in applicable race categories.

D: Suppressed to avoid disclosure of confidential information
 F: Fewer than 25 firms
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State & County QuickFacts

Ellis County, Oklahoma

People QuickFacts	Ellis	
	County	Oklahoma
Population, 2013 estimate	4,170	3,850,568
Population, 2010 (April 1) estimates base	4,151	3,751,357
Population, percent change, April 1, 2010 to July 1, 2013	0.5%	2.6%
Population, 2010	4,151	3,751,351
Persons under 5 years, percent, 2013	5.2%	6.9%
Persons under 18 years, percent, 2013	23.6%	24.6%
Persons 65 years and over, percent, 2013	20.1%	14.3%
Female persons, percent, 2013	51.1%	50.5%
White alone, percent, 2013 (a)	95.0%	75.4%
Black or African American alone, percent, 2013 (a)	0.6%	7.7%
American Indian and Alaska Native alone, percent, 2013 (a)	2.4%	9.0%
Asian alone, percent, 2013 (a)	0.3%	2.0%
Native Hawaiian and Other Pacific Islander alone, percent, 2013 (a)	0.0%	0.2%
Two or More Races, percent, 2013	1.6%	5.8%
Hispanic or Latino, percent, 2013 (b)	7.5%	9.6%
White alone, not Hispanic or Latino, percent, 2013	87.9%	67.5%
Living in same house 1 year & over, percent, 2008-2012	89.1%	82.1%
Foreign born persons, percent, 2008-2012	1.8%	5.5%
Language other than English spoken at home, pct age 5+, 2008-2012	4.0%	9.2%
High school graduate or higher, percent of persons age 25+, 2008-2012	87.5%	86.2%
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	23.9%	23.2%
Veterans, 2008-2012	330	322,008
Mean travel time to work (minutes), workers age 16+, 2008-2012	20.1	21.0
Housing units, 2013	2,273	1,682,256
Homeownership rate, 2008-2012	78.7%	67.5%
Housing units in multi-unit structures, percent, 2008-2012	0.5%	15.1%
Median value of owner-occupied housing units, 2008-2012	\$74,000	\$110,800
Households, 2008-2012	1,778	1,439,292
Persons per household, 2008-2012	2.25	2.53
Per capita money income in past 12 months (2012 dollars), 2008-2012	\$26,543	\$24,046
Median household income, 2008-2012	\$47,933	\$44,891
Persons below poverty level, percent, 2008-2012	14.4%	16.6%

Business QuickFacts	Ellis	
	County	Oklahoma
Private nonfarm establishments, 2012	107	90,954 ²
Private nonfarm employment, 2012	974	1,305,183 ²
Private nonfarm employment, percent change, 2011-2012	18.1%	3.5% ²
Nonemployer establishments, 2012	373	266,586
Total number of firms, 2007	S	333,797
Black-owned firms, percent, 2007	S	3.1%
American Indian- and Alaska Native-owned firms, percent, 2007	S	6.3%
Asian-owned firms, percent, 2007	S	2.0%

Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	S	0.0%
Hispanic-owned firms, percent, 2007	S	2.3%
Women-owned firms, percent, 2007	S	25.3%

Manufacturers shipments, 2007 (\$1000)	0 ¹	60,681,358
Merchant wholesaler sales, 2007 (\$1000)	D	48,074,682
Retail sales, 2007 (\$1000)	41,218	43,095,353
Retail sales per capita, 2007	\$10,745	\$11,931
Accommodation and food services sales, 2007 (\$1000)	D	5,106,585
Building permits, 2012	3	11,930

Geography QuickFacts	Ellis	
	County	Oklahoma
Land area in square miles, 2010	1,231.52	68,594.92
Persons per square mile, 2010	3.4	54.7
FIPS Code	045	40
Metropolitan or Micropolitan Statistical Area	None	

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State & County QuickFacts

Garfield County, Oklahoma

People QuickFacts	Garfield County Oklahoma	
Population, 2013 estimate	62,267	3,850,568
Population, 2010 (April 1) estimates base	60,580	3,751,357
Population, percent change, April 1, 2010 to July 1, 2013	2.8%	2.6%
Population, 2010	60,580	3,751,351
Persons under 5 years, percent, 2013	7.5%	6.9%
Persons under 18 years, percent, 2013	25.6%	24.6%
Persons 65 years and over, percent, 2013	15.3%	14.3%
Female persons, percent, 2013	50.3%	50.5%
White alone, percent, 2013 (a)	86.6%	75.4%
Black or African American alone, percent, 2013 (a)	3.3%	7.7%
American Indian and Alaska Native alone, percent, 2013 (a)	2.9%	9.0%
Asian alone, percent, 2013 (a)	1.3%	2.0%
Native Hawaiian and Other Pacific Islander alone, percent, 2013 (a)	1.9%	0.2%
Two or More Races, percent, 2013	3.9%	5.8%
Hispanic or Latino, percent, 2013 (b)	10.4%	9.6%
White alone, not Hispanic or Latino, percent, 2013	77.8%	67.5%
Living in same house 1 year & over, percent, 2008-2012	80.9%	82.1%
Foreign born persons, percent, 2008-2012	5.9%	5.5%
Language other than English spoken at home, pct age 5+, 2008-2012	9.8%	9.2%
High school graduate or higher, percent of persons age 25+, 2008-2012	86.4%	86.2%
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	21.6%	23.2%
Veterans, 2008-2012	5,294	322,008
Mean travel time to work (minutes), workers age 16+, 2008-2012	16.0	21.0
Housing units, 2013	28,757	1,682,256
Homeownership rate, 2008-2012	66.6%	67.5%
Housing units in multi-unit structures, percent, 2008-2012	11.0%	15.1%
Median value of owner-occupied housing units, 2008-2012	\$88,600	\$110,800
Households, 2008-2012	23,859	1,439,292
Persons per household, 2008-2012	2.46	2.53
Per capita money income in past 12 months (2012 dollars), 2008-2012	\$24,149	\$24,046
Median household income, 2008-2012	\$43,458	\$44,891
Persons below poverty level, percent, 2008-2012	15.3%	16.6%
Business QuickFacts	Garfield County Oklahoma	
Private nonfarm establishments, 2012	1,683	90,954 ¹
Private nonfarm employment, 2012	31,278	1,305,183 ¹
Private nonfarm employment, percent change, 2011-2012	40.8%	3.5% ¹
Nonemployer establishments, 2012	4,208	266,586
Total number of firms, 2007	5,925	333,797
Black-owned firms, percent, 2007	S	3.1%
American Indian- and Alaska Native-owned firms, percent, 2007	1.2%	6.3%
Asian-owned firms, percent, 2007	1.9%	2.0%

Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	F	0.0%
Hispanic-owned firms, percent, 2007	S	2.3%
Women-owned firms, percent, 2007	24.3%	25.3%

Manufacturers shipments, 2007 (\$1000)	1,097,738	60,681,358
Merchant wholesaler sales, 2007 (\$1000)	D	48,074,682
Retail sales, 2007 (\$1000)	737,081	43,095,353
Retail sales per capita, 2007	\$12,834	\$11,931
Accommodation and food services sales, 2007 (\$1000)	74,443	5,106,585
Building permits, 2012	29	11,930

Geography QuickFacts	Garfield County	Oklahoma
Land area in square miles, 2010	1,058.47	68,594.92
Persons per square mile, 2010	57.2	54.7
FIPS Code	047	40
Metropolitan or Micropolitan Statistical Area	Enid, OK Micro Area	

1: Includes data not distributed by county.

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State & County QuickFacts

Grant County, Oklahoma

People QuickFacts	Grant County	Oklahoma
Population, 2013 estimate	4,528	3,850,568
Population, 2010 (April 1) estimates base	4,527	3,751,357
Population, percent change, April 1, 2010 to July 1, 2013	Z	2.6%
Population, 2010	4,527	3,751,351
Persons under 5 years, percent, 2013	6.0%	6.9%
Persons under 18 years, percent, 2013	23.2%	24.6%
Persons 65 years and over, percent, 2013	20.5%	14.3%
Female persons, percent, 2013	50.8%	50.5%
White alone, percent, 2013 (a)	93.2%	75.4%
Black or African American alone, percent, 2013 (a)	1.4%	7.7%
American Indian and Alaska Native alone, percent, 2013 (a)	2.5%	9.0%
Asian alone, percent, 2013 (a)	0.2%	2.0%
Native Hawaiian and Other Pacific Islander alone, percent, 2013 (a)	Z	0.2%
Two or More Races, percent, 2013	2.7%	5.8%
Hispanic or Latino, percent, 2013 (b)	3.8%	9.6%
White alone, not Hispanic or Latino, percent, 2013	90.0%	67.5%
Living in same house 1 year & over, percent, 2008-2012	86.4%	82.1%
Foreign born persons, percent, 2008-2012	0.8%	5.5%
Language other than English spoken at home, pct age 5+, 2008-2012	2.3%	9.2%
High school graduate or higher, percent of persons age 25+, 2008-2012	90.1%	86.2%
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	19.5%	23.2%
Veterans, 2008-2012	385	322,008
Mean travel time to work (minutes), workers age 16+, 2008-2012	20.4	21.0
Housing units, 2013	2,471	1,682,256
Homeownership rate, 2008-2012	75.4%	67.5%
Housing units in multi-unit structures, percent, 2008-2012	2.4%	15.1%
Median value of owner-occupied housing units, 2008-2012	\$60,500	\$110,800
Households, 2008-2012	1,934	1,439,292
Persons per household, 2008-2012	2.29	2.53
Per capita money income in past 12 months (2012 dollars), 2008-2012	\$24,740	\$24,046
Median household income, 2008-2012	\$43,405	\$44,891
Persons below poverty level, percent, 2008-2012	9.0%	16.6%
Business QuickFacts	Grant County	Oklahoma
Private nonfarm establishments, 2012	119	90,954 ²
Private nonfarm employment, 2012	914	1,305,183 ²
Private nonfarm employment, percent change, 2011-2012	5.4%	3.5% ²
Nonemployer establishments, 2012	349	266,586
Total number of firms, 2007	324	333,797
Black-owned firms, percent, 2007	F	3.1%
American Indian- and Alaska Native-owned firms, percent, 2007	F	6.3%
Asian-owned firms, percent, 2007	F	2.0%

Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	F	0.0%
Hispanic-owned firms, percent, 2007	F	2.3%
Women-owned firms, percent, 2007	S	25.3%

Manufacturers shipments, 2007 (\$1000)	0 ¹	60,681,358
Merchant wholesaler sales, 2007 (\$1000)	29,599	48,074,682
Retail sales, 2007 (\$1000)	54,664	43,095,353
Retail sales per capita, 2007	\$12,196	\$11,931
Accommodation and food services sales, 2007 (\$1000)	608	5,106,585
Building permits, 2012	0	11,930

Geography QuickFacts	Grant County	Oklahoma
Land area in square miles, 2010	1,000.87	68,594.92
Persons per square mile, 2010	4.5	54.7
FIPS Code	053	40
Metropolitan or Micropolitan Statistical Area	None	

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State & County QuickFacts

Harper County, Oklahoma

People QuickFacts	Harper County	Oklahoma
Population, 2013 estimate	3,813	3,850,568
Population, 2010 (April 1) estimates base	3,685	3,751,357
Population, percent change, April 1, 2010 to July 1, 2013	3.5%	2.6%
Population, 2010	3,685	3,751,351
Persons under 5 years, percent, 2013	6.9%	6.9%
Persons under 18 years, percent, 2013	25.1%	24.6%
Persons 65 years and over, percent, 2013	17.8%	14.3%
Female persons, percent, 2013	50.1%	50.5%
White alone, percent, 2013 (a)	95.9%	75.4%
Black or African American alone, percent, 2013 (a)	0.2%	7.7%
American Indian and Alaska Native alone, percent, 2013 (a)	1.5%	9.0%
Asian alone, percent, 2013 (a)	0.2%	2.0%
Native Hawaiian and Other Pacific Islander alone, percent, 2013 (a)	0.3%	0.2%
Two or More Races, percent, 2013	2.0%	5.8%
Hispanic or Latino, percent, 2013 (b)	19.3%	9.6%
White alone, not Hispanic or Latino, percent, 2013	78.1%	67.5%
Living in same house 1 year & over, percent, 2008-2012	89.3%	82.1%
Foreign born persons, percent, 2008-2012	12.1%	5.5%
Language other than English spoken at home, pct age 5+, 2008-2012	16.2%	9.2%
High school graduate or higher, percent of persons age 25+, 2008-2012	85.6%	86.2%
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	15.4%	23.2%
Veterans, 2008-2012	257	322,008
Mean travel time to work (minutes), workers age 16+, 2008-2012	15.1	21.0
Housing units, 2013	1,891	1,682,256
Homeownership rate, 2008-2012	80.8%	67.5%
Housing units in multi-unit structures, percent, 2008-2012	4.1%	15.1%
Median value of owner-occupied housing units, 2008-2012	\$67,500	\$110,800
Households, 2008-2012	1,510	1,439,292
Persons per household, 2008-2012	2.40	2.53
Per capita money income in past 12 months (2012 dollars), 2008-2012	\$23,056	\$24,046
Median household income, 2008-2012	\$46,437	\$44,891
Persons below poverty level, percent, 2008-2012	12.6%	16.6%
Business QuickFacts	Harper County	Oklahoma
Private nonfarm establishments, 2012	103	90,954 ²
Private nonfarm employment, 2012	634	1,305,183 ²
Private nonfarm employment, percent change, 2011-2012	6.9%	3.5% ²
Nonemployer establishments, 2012	324	266,586
Total number of firms, 2007	313	333,797
Black-owned firms, percent, 2007	F	3.1%
American Indian- and Alaska Native-owned firms, percent, 2007	F	6.3%
Asian-owned firms, percent, 2007	F	2.0%

Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	F	0.0%
Hispanic-owned firms, percent, 2007	F	2.3%
Women-owned firms, percent, 2007	S	25.3%

Manufacturers shipments, 2007 (\$1000)	0 ¹	60,681,358
Merchant wholesaler sales, 2007 (\$1000)	D	48,074,682
Retail sales, 2007 (\$1000)	20,983	43,095,353
Retail sales per capita, 2007	\$6,355	\$11,931
Accommodation and food services sales, 2007 (\$1000)	D	5,106,585
Building permits, 2012	0	11,930

Geography QuickFacts	Harper County	Oklahoma
Land area in square miles, 2010	1,039.02	68,594.92
Persons per square mile, 2010	3.5	54.7
FIPS Code	059	40
Metropolitan or Micropolitan Statistical Area	None	

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State & County QuickFacts

Kay County, Oklahoma

People QuickFacts	Kay County	Oklahoma
Population, 2013 estimate	45,633	3,850,568
Population, 2010 (April 1) estimates base	46,562	3,751,357
Population, percent change, April 1, 2010 to July 1, 2013	-2.0%	2.6%
Population, 2010	46,562	3,751,351
Persons under 5 years, percent, 2013	7.1%	6.9%
Persons under 18 years, percent, 2013	25.1%	24.6%
Persons 65 years and over, percent, 2013	17.7%	14.3%
Female persons, percent, 2013	50.5%	50.5%
White alone, percent, 2013 (a)	81.6%	75.4%
Black or African American alone, percent, 2013 (a)	2.2%	7.7%
American Indian and Alaska Native alone, percent, 2013 (a)	10.3%	9.0%
Asian alone, percent, 2013 (a)	0.6%	2.0%
Native Hawaiian and Other Pacific Islander alone, percent, 2013 (a)	0.1%	0.2%
Two or More Races, percent, 2013	5.2%	5.8%
Hispanic or Latino, percent, 2013 (b)	7.0%	9.6%
White alone, not Hispanic or Latino, percent, 2013	76.2%	67.5%
Living in same house 1 year & over, percent, 2008-2012	81.8%	82.1%
Foreign born persons, percent, 2008-2012	3.3%	5.5%
Language other than English spoken at home, pct age 5+, 2008-2012	5.6%	9.2%
High school graduate or higher, percent of persons age 25+, 2008-2012	85.6%	86.2%
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	18.8%	23.2%
Veterans, 2008-2012	4,151	322,008
Mean travel time to work (minutes), workers age 16+, 2008-2012	16.4	21.0
Housing units, 2013	21,550	1,682,256
Homeownership rate, 2008-2012	69.1%	67.5%
Housing units in multi-unit structures, percent, 2008-2012	10.5%	15.1%
Median value of owner-occupied housing units, 2008-2012	\$76,200	\$110,800
Households, 2008-2012	18,430	1,439,292
Persons per household, 2008-2012	2.45	2.53
Per capita money income in past 12 months (2012 dollars), 2008-2012	\$21,818	\$24,046
Median household income, 2008-2012	\$41,026	\$44,891
Persons below poverty level, percent, 2008-2012	17.6%	16.6%
Business QuickFacts	Kay County	Oklahoma
Private nonfarm establishments, 2012	1,121	90,954 ¹
Private nonfarm employment, 2012	15,054	1,305,183 ¹
Private nonfarm employment, percent change, 2011-2012	4.7%	3.5% ¹
Nonemployer establishments, 2012	2,678	266,586
Total number of firms, 2007	4,271	333,797
Black-owned firms, percent, 2007	F	3.1%
American Indian- and Alaska Native-owned firms, percent, 2007	S	6.3%
Asian-owned firms, percent, 2007	S	2.0%

Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	F	0.0%
Hispanic-owned firms, percent, 2007	S	2.3%
Women-owned firms, percent, 2007	27.3%	25.3%

Manufacturers shipments, 2007 (\$1000)	D	60,681,358
Merchant wholesaler sales, 2007 (\$1000)	305,106	48,074,682
Retail sales, 2007 (\$1000)	576,407	43,095,353
Retail sales per capita, 2007	\$12,543	\$11,931
Accommodation and food services sales, 2007 (\$1000)	61,454	5,106,585
Building permits, 2012	16	11,930

Geography QuickFacts	Kay County	Oklahoma
Land area in square miles, 2010	919.73	68,594.92
Persons per square mile, 2010	50.6	54.7
FIPS Code	071	40
Metropolitan or Micropolitan Statistical Area	Ponca City, OK Micro Area	

1: Includes data not distributed by county.

(a) Includes persons reporting only one race.

(b) Hispanics may be of any race, so also are included in applicable race categories.

D: Suppressed to avoid disclosure of confidential information

F: Fewer than 25 firms

FN: Footnote on this item for this area in place of data

NA: Not available

S: Suppressed; does not meet publication standards

X: Not applicable

Z: Value greater than zero but less than half unit of measure shown

Source U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits
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State & County QuickFacts

Major County, Oklahoma

People QuickFacts	Major County	Oklahoma
Population, 2013 estimate	7,683	3,850,568
Population, 2010 (April 1) estimates base	7,527	3,751,357
Population, percent change, April 1, 2010 to July 1, 2013	2.1%	2.6%
Population, 2010	7,527	3,751,351
Persons under 5 years, percent, 2013	7.2%	6.9%
Persons under 18 years, percent, 2013	24.4%	24.6%
Persons 65 years and over, percent, 2013	18.9%	14.3%
Female persons, percent, 2013	51.0%	50.5%
White alone, percent, 2013 (a)	92.9%	75.4%
Black or African American alone, percent, 2013 (a)	1.0%	7.7%
American Indian and Alaska Native alone, percent, 2013 (a)	2.9%	9.0%
Asian alone, percent, 2013 (a)	0.6%	2.0%
Native Hawaiian and Other Pacific Islander alone, percent, 2013 (a)	0.1%	0.2%
Two or More Races, percent, 2013	2.5%	5.8%
Hispanic or Latino, percent, 2013 (b)	8.8%	9.6%
White alone, not Hispanic or Latino, percent, 2013	85.6%	67.5%
Living in same house 1 year & over, percent, 2008-2012	86.6%	82.1%
Foreign born persons, percent, 2008-2012	2.6%	5.5%
Language other than English spoken at home, pct age 5+, 2008-2012	4.8%	9.2%
High school graduate or higher, percent of persons age 25+, 2008-2012	86.8%	86.2%
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	15.8%	23.2%
Veterans, 2008-2012	632	322,008
Mean travel time to work (minutes), workers age 16+, 2008-2012	20.0	21.0
Housing units, 2013	3,647	1,682,256
Homeownership rate, 2008-2012	77.2%	67.5%
Housing units in multi-unit structures, percent, 2008-2012	5.8%	15.1%
Median value of owner-occupied housing units, 2008-2012	\$82,200	\$110,800
Households, 2008-2012	3,132	1,439,292
Persons per household, 2008-2012	2.38	2.53
Per capita money income in past 12 months (2012 dollars), 2008-2012	\$27,184	\$24,046
Median household income, 2008-2012	\$48,698	\$44,891
Persons below poverty level, percent, 2008-2012	11.8%	16.6%
Business QuickFacts	Major County	Oklahoma
Private nonfarm establishments, 2012	251	90,954 ²
Private nonfarm employment, 2012	2,287	1,305,183 ²
Private nonfarm employment, percent change, 2011-2012	11.0%	3.5% ²
Nonemployer establishments, 2012	695	266,586
Total number of firms, 2007	1,237	333,797
Black-owned firms, percent, 2007	F	3.1%
American Indian- and Alaska Native-owned firms, percent, 2007	S	6.3%
Asian-owned firms, percent, 2007	F	2.0%

Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	F	0.0%
Hispanic-owned firms, percent, 2007	F	2.3%
Women-owned firms, percent, 2007	S	25.3%

Manufacturers shipments, 2007 (\$1000)	0 ¹	60,681,358
Merchant wholesaler sales, 2007 (\$1000)	39,534	48,074,682
Retail sales, 2007 (\$1000)	78,779	43,095,353
Retail sales per capita, 2007	\$10,966	\$11,931
Accommodation and food services sales, 2007 (\$1000)	3,597	5,106,585
Building permits, 2012	0	11,930

Geography QuickFacts	Major County	Oklahoma
Land area in square miles, 2010	954.99	68,594.92
Persons per square mile, 2010	7.9	54.7
FIPS Code	093	40
Metropolitan or Micropolitan Statistical Area	None	

1: Counties with 500 employees or less are excluded.

2: Includes data not distributed by county.

(a) Includes persons reporting only one race.

(b) Hispanics may be of any race, so also are included in applicable race categories.

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State & County QuickFacts

Noble County, Oklahoma

People QuickFacts	Noble County	Oklahoma
Population, 2013 estimate	11,446	3,850,568
Population, 2010 (April 1) estimates base	11,561	3,751,357
Population, percent change, April 1, 2010 to July 1, 2013	-1.0%	2.6%
Population, 2010	11,561	3,751,351
Persons under 5 years, percent, 2013	6.1%	6.9%
Persons under 18 years, percent, 2013	24.1%	24.6%
Persons 65 years and over, percent, 2013	17.4%	14.3%
Female persons, percent, 2013	50.7%	50.5%
White alone, percent, 2013 (a)	84.5%	75.4%
Black or African American alone, percent, 2013 (a)	1.8%	7.7%
American Indian and Alaska Native alone, percent, 2013 (a)	8.9%	9.0%
Asian alone, percent, 2013 (a)	0.4%	2.0%
Native Hawaiian and Other Pacific Islander alone, percent, 2013 (a)	0.1%	0.2%
Two or More Races, percent, 2013	4.2%	5.8%
Hispanic or Latino, percent, 2013 (b)	3.0%	9.6%
White alone, not Hispanic or Latino, percent, 2013	82.5%	67.5%
Living in same house 1 year & over, percent, 2008-2012	82.8%	82.1%
Foreign born persons, percent, 2008-2012	1.1%	5.5%
Language other than English spoken at home, pct age 5+, 2008-2012	3.6%	9.2%
High school graduate or higher, percent of persons age 25+, 2008-2012	87.2%	86.2%
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	19.3%	23.2%
Veterans, 2008-2012	991	322,008
Mean travel time to work (minutes), workers age 16+, 2008-2012	22.3	21.0
Housing units, 2013	5,301	1,682,256
Homeownership rate, 2008-2012	73.9%	67.5%
Housing units in multi-unit structures, percent, 2008-2012	5.0%	15.1%
Median value of owner-occupied housing units, 2008-2012	\$82,300	\$110,800
Households, 2008-2012	4,636	1,439,292
Persons per household, 2008-2012	2.44	2.53
Per capita money income in past 12 months (2012 dollars), 2008-2012	\$21,777	\$24,046
Median household income, 2008-2012	\$43,980	\$44,891
Persons below poverty level, percent, 2008-2012	13.1%	16.6%
Business QuickFacts	Noble County	Oklahoma
Private nonfarm establishments, 2012	213	90,954 ¹
Private nonfarm employment, 2012	3,777	1,305,183 ¹
Private nonfarm employment, percent change, 2011-2012	10.8%	3.5% ¹
Nonemployer establishments, 2012	788	266,586
Total number of firms, 2007	1,182	333,797
Black-owned firms, percent, 2007	F	3.1%
American Indian- and Alaska Native-owned firms, percent, 2007	S	6.3%
Asian-owned firms, percent, 2007	F	2.0%

Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	F	0.0%
Hispanic-owned firms, percent, 2007	F	2.3%
Women-owned firms, percent, 2007	S	25.3%

Manufacturers shipments, 2007 (\$1000)	D	60,681,358
Merchant wholesaler sales, 2007 (\$1000)	27,993	48,074,682
Retail sales, 2007 (\$1000)	86,777	43,095,353
Retail sales per capita, 2007	\$7,915	\$11,931
Accommodation and food services sales, 2007 (\$1000)	7,080	5,106,585
Building permits, 2012	2	11,930

Geography QuickFacts	Noble	
	County	Oklahoma
Land area in square miles, 2010	731.90	68,594.92
Persons per square mile, 2010	15.8	54.7
FIPS Code	103	40
Metropolitan or Micropolitan Statistical Area	None	

1: Includes data not distributed by county.

(a) Includes persons reporting only one race.

(b) Hispanics may be of any race, so also are included in applicable race categories.

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F: Fewer than 25 firms

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State & County QuickFacts

Woods County, Oklahoma

People QuickFacts	Woods	
	County	Oklahoma
Population, 2013 estimate	9,041	3,850,568
Population, 2010 (April 1) estimates base	8,878	3,751,357
Population, percent change, April 1, 2010 to July 1, 2013	1.8%	2.6%
Population, 2010	8,878	3,751,351
Persons under 5 years, percent, 2013	6.2%	6.9%
Persons under 18 years, percent, 2013	19.4%	24.6%
Persons 65 years and over, percent, 2013	16.6%	14.3%
Female persons, percent, 2013	46.5%	50.5%
White alone, percent, 2013 (a)	90.1%	75.4%
Black or African American alone, percent, 2013 (a)	3.2%	7.7%
American Indian and Alaska Native alone, percent, 2013 (a)	2.8%	9.0%
Asian alone, percent, 2013 (a)	1.1%	2.0%
Native Hawaiian and Other Pacific Islander alone, percent, 2013 (a)	0.1%	0.2%
Two or More Races, percent, 2013	2.7%	5.8%
Hispanic or Latino, percent, 2013 (b)	5.9%	9.6%
White alone, not Hispanic or Latino, percent, 2013	85.1%	67.5%
Living in same house 1 year & over, percent, 2008-2012	79.4%	82.1%
Foreign born persons, percent, 2008-2012	1.0%	5.5%
Language other than English spoken at home, pct age 5+, 2008-2012	3.8%	9.2%
High school graduate or higher, percent of persons age 25+, 2008-2012	89.4%	86.2%
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	27.3%	23.2%
Veterans, 2008-2012	712	322,008
Mean travel time to work (minutes), workers age 16+, 2008-2012	14.5	21.0
Housing units, 2013	4,439	1,682,256
Homeownership rate, 2008-2012	65.0%	67.5%
Housing units in multi-unit structures, percent, 2008-2012	10.9%	15.1%
Median value of owner-occupied housing units, 2008-2012	\$76,900	\$110,800
Households, 2008-2012	3,507	1,439,292
Persons per household, 2008-2012	2.18	2.53
Per capita money income in past 12 months (2012 dollars), 2008-2012	\$23,615	\$24,046
Median household income, 2008-2012	\$50,690	\$44,891
Persons below poverty level, percent, 2008-2012	16.4%	16.6%
Business QuickFacts	Woods	
	County	Oklahoma
Private nonfarm establishments, 2012	292	90,954 ²
Private nonfarm employment, 2012	2,602	1,305,183 ²
Private nonfarm employment, percent change, 2011-2012	16.1%	3.5% ²
Nonemployer establishments, 2012	786	266,586
Total number of firms, 2007	942	333,797
Black-owned firms, percent, 2007	F	3.1%
American Indian- and Alaska Native-owned firms, percent, 2007	F	6.3%
Asian-owned firms, percent, 2007	S	2.0%

Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	F	0.0%
Hispanic-owned firms, percent, 2007	F	2.3%
Women-owned firms, percent, 2007	19.5%	25.3%

Manufacturers shipments, 2007 (\$1000)	0 ¹	60,681,358
Merchant wholesaler sales, 2007 (\$1000)	69,018	48,074,682
Retail sales, 2007 (\$1000)	99,783	43,095,353
Retail sales per capita, 2007	\$11,779	\$11,931
Accommodation and food services sales, 2007 (\$1000)	10,403	5,106,585
Building permits, 2012	1	11,930

Geography QuickFacts	Woods	
	County	Oklahoma
Land area in square miles, 2010	1,286.45	68,594.92
Persons per square mile, 2010	6.9	54.7
FIPS Code	151	40
Metropolitan or Micropolitan Statistical Area	None	

1: Counties with 500 employees or less are excluded.
 2: Includes data not distributed by county.

(a) Includes persons reporting only one race.
 (b) Hispanics may be of any race, so also are included in applicable race categories.

D: Suppressed to avoid disclosure of confidential information
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State & County QuickFacts

Woodward County, Oklahoma

People QuickFacts	Woodward	
	County	Oklahoma
Population, 2013 estimate	21,221	3,850,568
Population, 2010 (April 1) estimates base	20,081	3,751,357
Population, percent change, April 1, 2010 to July 1, 2013	5.7%	2.6%
Population, 2010	20,081	3,751,351
Persons under 5 years, percent, 2013	7.5%	6.9%
Persons under 18 years, percent, 2013	25.4%	24.6%
Persons 65 years and over, percent, 2013	13.8%	14.3%
Female persons, percent, 2013	47.0%	50.5%
White alone, percent, 2013 (a)	91.1%	75.4%
Black or African American alone, percent, 2013 (a)	2.0%	7.7%
American Indian and Alaska Native alone, percent, 2013 (a)	3.4%	9.0%
Asian alone, percent, 2013 (a)	0.8%	2.0%
Native Hawaiian and Other Pacific Islander alone, percent, 2013 (a)	0.1%	0.2%
Two or More Races, percent, 2013	2.5%	5.8%
Hispanic or Latino, percent, 2013 (b)	11.7%	9.6%
White alone, not Hispanic or Latino, percent, 2013	81.0%	67.5%
Living in same house 1 year & over, percent, 2008-2012	86.8%	82.1%
Foreign born persons, percent, 2008-2012	5.0%	5.5%
Language other than English spoken at home, pct age 5+, 2008-2012	7.3%	9.2%
High school graduate or higher, percent of persons age 25+, 2008-2012	84.5%	86.2%
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	18.0%	23.2%
Veterans, 2008-2012	1,380	322,008
Mean travel time to work (minutes), workers age 16+, 2008-2012	17.9	21.0
Housing units, 2013	8,857	1,682,256
Homeownership rate, 2008-2012	71.6%	67.5%
Housing units in multi-unit structures, percent, 2008-2012	10.3%	15.1%
Median value of owner-occupied housing units, 2008-2012	\$99,300	\$110,800
Households, 2008-2012	7,398	1,439,292
Persons per household, 2008-2012	2.60	2.53
Per capita money income in past 12 months (2012 dollars), 2008-2012	\$25,513	\$24,046
Median household income, 2008-2012	\$52,048	\$44,891
Persons below poverty level, percent, 2008-2012	11.9%	16.6%
Business QuickFacts	Woodward	
	County	Oklahoma
Private nonfarm establishments, 2012	801	90,954 ²
Private nonfarm employment, 2012	8,678	1,305,183 ²
Private nonfarm employment, percent change, 2011-2012	10.3%	3.5% ²
Nonemployer establishments, 2012	1,538	266,586
Total number of firms, 2007	2,119	333,797
Black-owned firms, percent, 2007	F	3.1%
American Indian- and Alaska Native-owned firms, percent, 2007	F	6.3%
Asian-owned firms, percent, 2007	F	2.0%

Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	F	0.0%
Hispanic-owned firms, percent, 2007	S	2.3%
Women-owned firms, percent, 2007	20.2%	25.3%

Manufacturers shipments, 2007 (\$1000)	0 ¹	60,681,358
Merchant wholesaler sales, 2007 (\$1000)	140,638	48,074,682
Retail sales, 2007 (\$1000)	337,409	43,095,353
Retail sales per capita, 2007	\$17,219	\$11,931
Accommodation and food services sales, 2007 (\$1000)	34,204	5,106,585
Building permits, 2012	62	11,930

Geography QuickFacts		
	Woodward County	Oklahoma
Land area in square miles, 2010	1,242.40	68,594.92
Persons per square mile, 2010	16.2	54.7
FIPS Code	153	40
Metropolitan or Micropolitan Statistical Area	Woodward, OK Micro Area	

1: Counties with 500 employees or less are excluded.
 2: Includes data not distributed by county.

(a) Includes persons reporting only one race.
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NWOSU Diversity Report 2013-2014

Student Demographics

Northwestern Oklahoma State University

Summary of Student Demographics

Following this brief overview of student demographics are selected pages of the current NWOSU Fact Book (2012). These are attached as Exhibit A of this section.

Racial and Ethnic Minority Distributions

The racial and ethnic minority student enrollment at Northwestern Oklahoma State University falls below the minority population numbers within the general population of the service area counties. Historically, college attendance rates for American Indian, Hispanic/Latino, and African American students have been lower than their overall proportion of the general population. Recruitment and retention of ethnic minority students remains a major concern of college and university officials across the country. Like other universities across the country, Northwestern Oklahoma State University strives to attract racial and ethnic minorities in its recruitment and retention efforts. The student population distribution by racial and ethnic minority group is listed as percentages of the total NWOSU student population in 2008, 2009, 2012:

African-American	2008 data=4.58% 2009 data=4.34% 2012 data=6.32%
American Indian	2008 data=5.44% 2009 data=5.91% 2012 data=6.19%
Asian-American	2008 data=.48% 2009 data=.40% 2012 data=.87%
Hispanic/Latino	2008 data=3.90% 2009 data=3.94% 2012 data=6.01%
International Students	2008 data=1.35% 2009 data=1.61% 2012 data=2.09%

Gender, Age, and International Student Distributions

In regard to ADA, gender, and age distribution within the Northwestern student population, approximately 2% of the NWOSU population requires ADA accommodations, 55.12% of the students at Northwestern Oklahoma State University are female and well over half of the total student population of 2,295 in 2012 is between the ages of 18 and 23. Northwestern Oklahoma State University does enroll a significant number of “second-chance” students who are 24 to 60 years of age. In 2012 there were

483 undergraduate students in this age category. The university does have an active International Student Recruitment Program, and employs an International Student Advisor who assists foreign nationals with academic advisement and cultural transitioning. In 2012, the university hosted approximately 48 students from many different countries.

Minority Faculty and Minority Faculty Recruitment Issues

According to the Office of Human Resources data on faculty racial and ethnic classification, the minority representation at NWOSU is as follows:

1. Non-Resident Alien	2
2. African American	3
3. American Indian or Alaskan Native	2
(15 faculty and staff claim American Indian ancestry, but are not on Tribal Census Rolls)	
4. Asian or Pacific Islander	3
5. Hispanic/Latino	8
6. White non Hispanic	79

NWOSU is sensitive to the fact that all students need exposure to and engagement with minority ethnic faculty. Special emphasis is placed on recruitment of minority faculty within each department, however, the number of applicants who are willing to move to a small institution in an isolated region of the United States remains a challenge. Continued efforts and emphasis on minority recruitment is a high priority for the institution.

In terms of Gender Equity, NWOSU is proud of its accomplishments in terms of females in leadership roles across the institution. Currently, the University President is female and the Woodward Campus Dean is female.

Further, the traditionally male dominated academic programs in math and science (STEM) programs is heavily populated with female students.

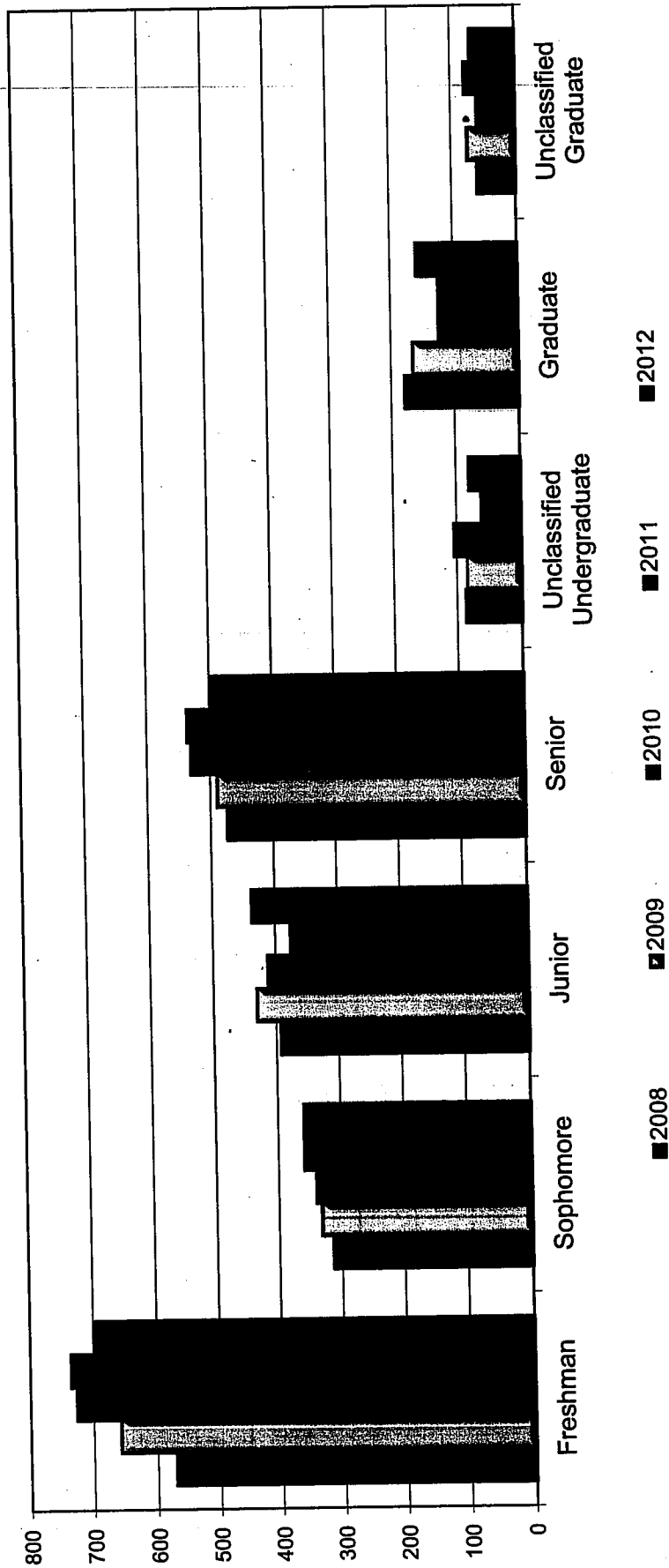
TOTAL FALL RESIDENT ENROLLMENT BY COUNTY

	104	103	42	117	104	89	9	0	11
Alfalfa	104	103	42	117	104	89	9	0	11
Ellis	31	34	32	40	48	30	1	21	1
Garfield	362	351	319	303	298	176	181	3	2
Grant	50	47	59	59	45	41	7	0	0
Harper	48	51	48	55	47	39	15	8	1
Kay	149	159	147	167	164	97	10	1	100
Major	56	62	69	51	45	37	10	3	0
Noble	7	11	14	12	13	11	2	0	1
Woods	275	292	271	256	229	222	5	3	3
Woodward	254	287	286	304	279	121	3	183	12
Unknown	23	39	45	58	55	44	6	5	6
All Other Okla. Counties	303	357	479	403	429	1,233	29	20	33
Total In-State	1,662	1,793	1,811	1,825	1,756	2,140	278	247	170
Total Kansas	135	121	129	138	133	130	0	2	4
Total Texas	86	92	112	96	119	112	2	5	1
Total Other States	164	192	203	165	209	203	6	3	3
Total Foreign	29	35	46	47	78	71	6	5	1
Grand Total Enrollment	2,076	2,233	2,301	2,271	2,295	2,656	292	262	179

** Duplicated Count; A - Alva and on-line courses, E - Enid, W - Woodward, X - Outreach sites

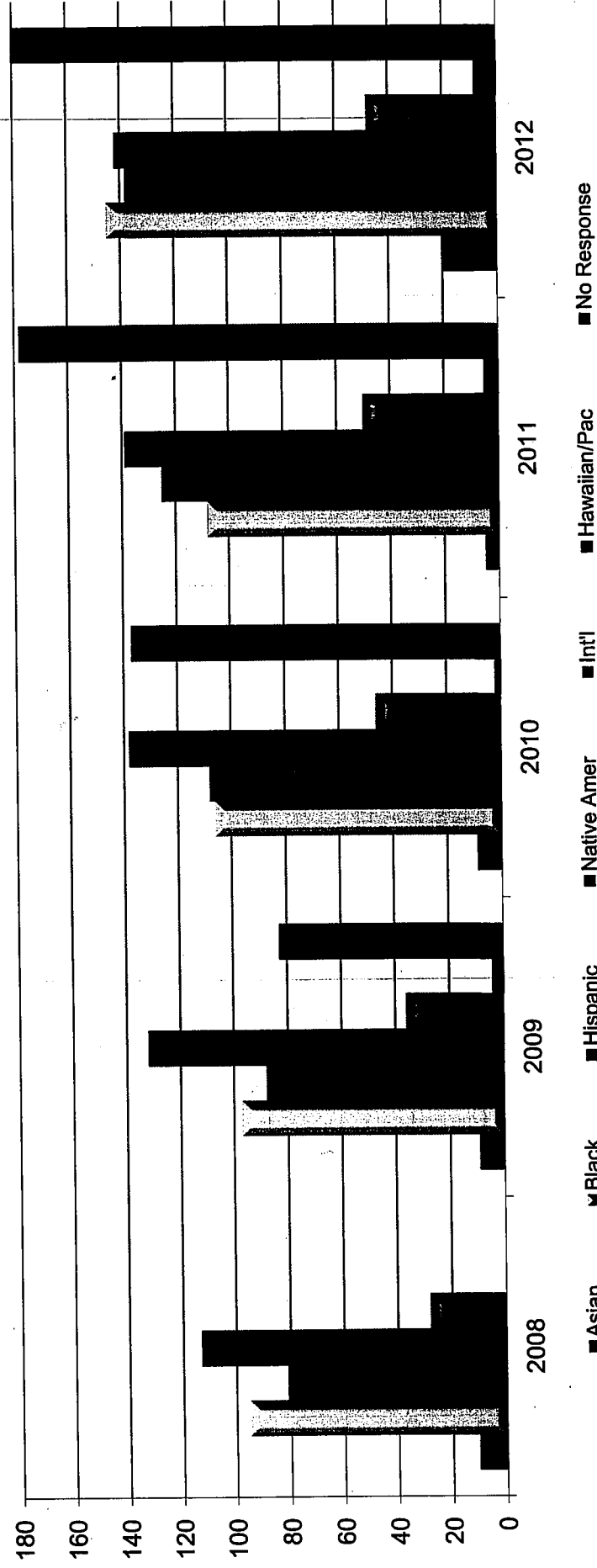
FALL ENROLLMENT BY CLASSIFICATION

Freshman	570	657	726	735	695
Sophomore	313	331	341	358	358
Junior	393	430	414	376	437
Senior	473	489	530	536	495
Unclassified Undergraduate	87	85	105	62	81
<u>Total Undergraduate</u>	<u>1,836</u>	<u>1,992</u>	<u>2,116</u>	<u>2,067</u>	<u>2,066</u>
Graduate	179	166	125	125	159
Unclassified Graduate	61	75	60	79	70
<u>Total Graduate</u>	<u>240</u>	<u>241</u>	<u>185</u>	<u>204</u>	<u>229</u>
Grand Total	2,076	2,233	2,301	2,271	2,295



TOTAL MINORITY ENROLLMENT

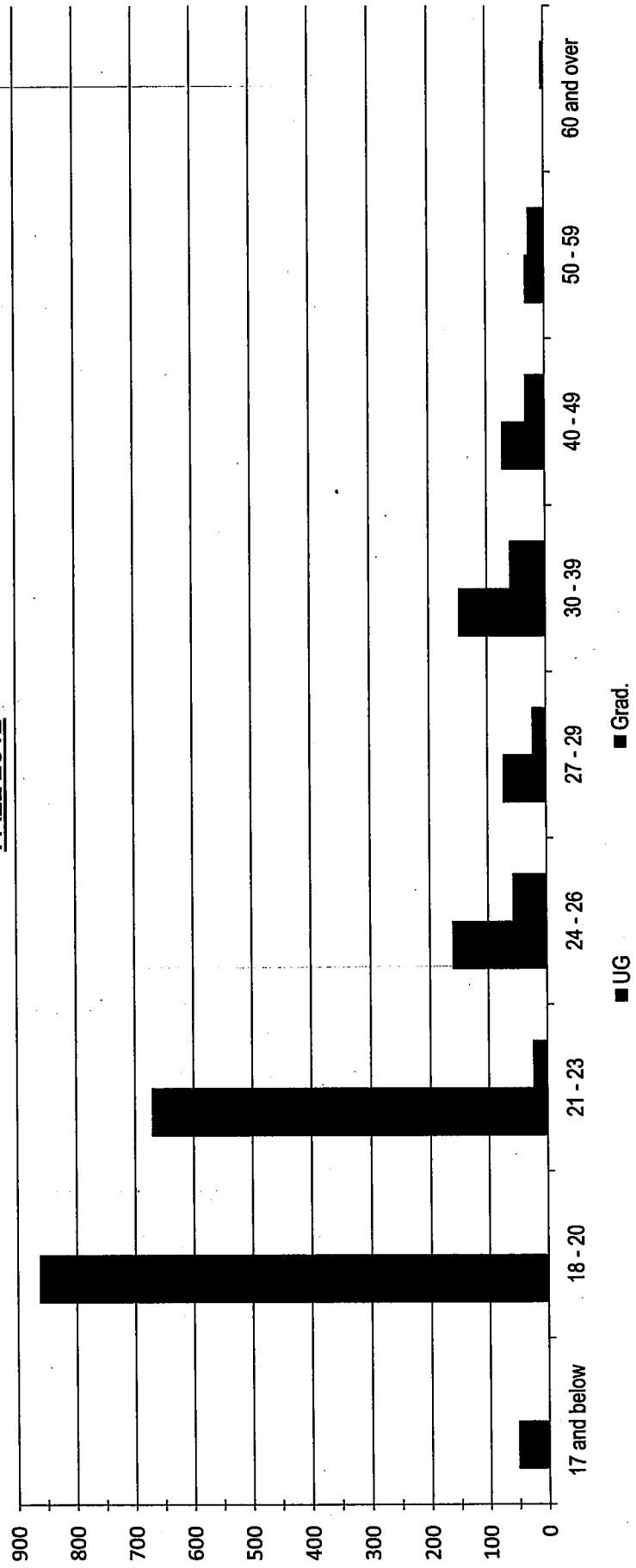
2008	10	0.48%	95	4.58%		81	3.90%	113	5.44%	28	1.35%	1,749	84.25%		2,076
2009	9	0.40%	97	4.34%	4	88	3.94%	132	5.91%	36	1.61%	1,784	79.89%	83	2,233
2010	9	0.39%	106	4.61%	2	108	4.69%	138	6.00%	46	2.00%	1,755	76.27%	137	2,301
2011	5	0.22%	108	4.76%	5	125	5.50%	139	6.12%	50	2.20%	1,661	73.14%	178	2,271
2012	20	0.87%	145	6.32%	8	138	6.01%	142	6.19%	48	2.09%	1,614	70.33%	180	2,295



UNDERGRADUATE AND GRADUATE/POST-GRADUATE ENROLLMENT BY AGE

	34	0	27	0	27	0	37	0	51	0
17 and below	34	0	27	0	27	0	37	0	51	0
18 - 20	675	0	765	0	765	0	854	0	862	0
21 - 23	603	21	626	27	626	27	656	16	670	24
24 - 26	185	45	215	58	215	58	177	44	160	57
27 - 29	70	28	85	29	85	29	84	28	72	23
30 - 39	161	62	161	57	161	57	157	51	147	60
40 - 49	85	46	80	43	80	43	65	35	72	33
50 - 59	21	35	30	23	30	23	36	19	32	27
60 and over	2	3	3	4	3	4	1	11	0	5
Total	1,836	240	1,992	241	1,992	241	2,067	204	2,066	229

FALL 2012



**FALL 2012 ENROLLMENT
BY MAJOR, GENDER, AND MINORITY STATUS**

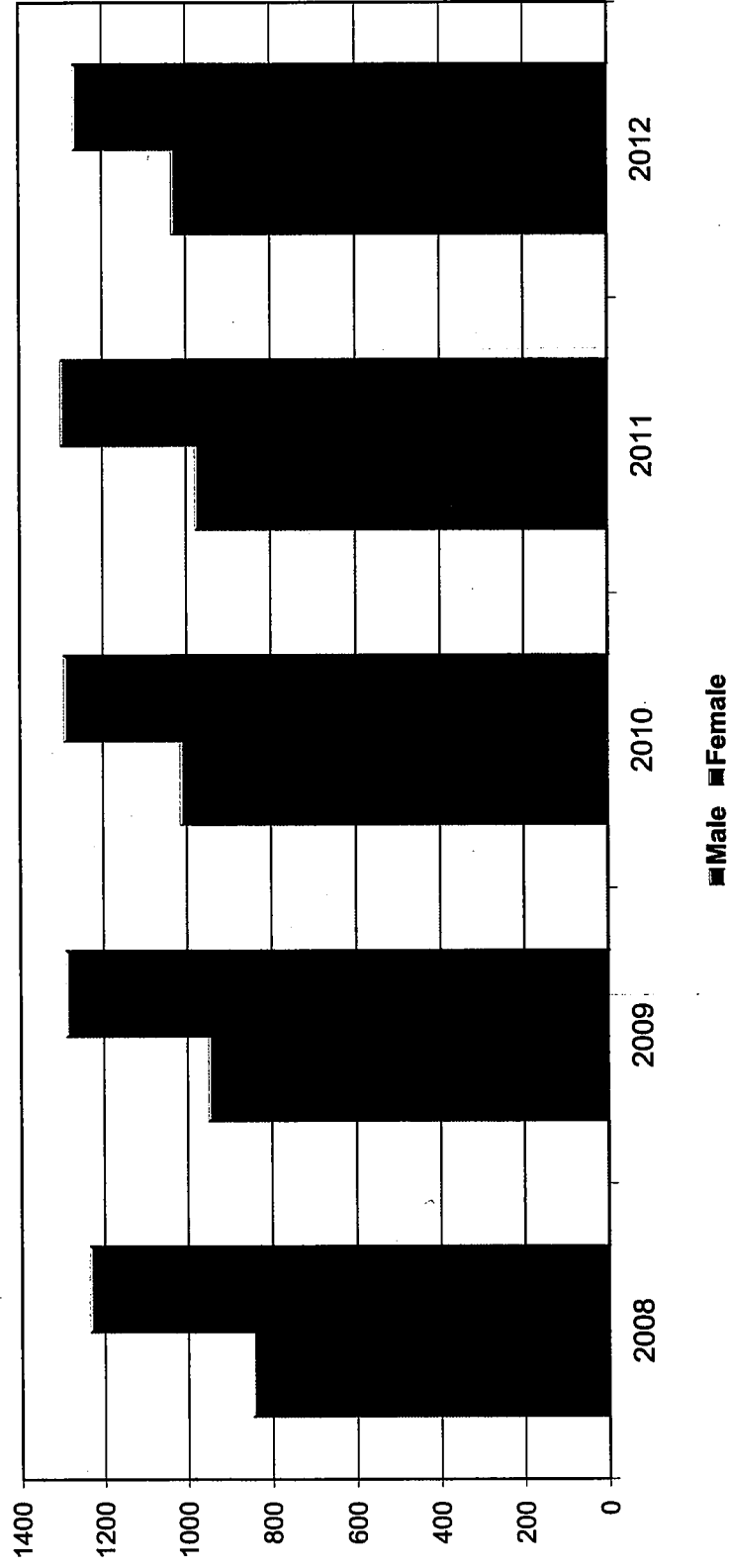
No Major (includes post-grads*)	63	42.28%	86	57.72%	38	25.50%
Nursing	20	12.74%	137	87.26%	38	24.20%
Organizational Leadership	0	0.00%	3	100.00%	1	33.33%
Political Science	13	68.42%	6	31.58%	7	36.84%
Pre-Engineering	15	88.24%	2	11.76%	7	41.18%
Pre-Law	2	33.33%	4	66.67%	3	50.00%
Pre-Medical	23	30.67%	52	69.33%	20	26.67%
Psychology	41	30.37%	94	69.63%	44	32.59%
Social Science	14	93.33%	1	6.67%	4	26.67%
Social Work	1	2.56%	38	97.44%	8	20.51%
Sociology	5	55.56%	4	44.44%	5	55.56%
Spanish	2	66.67%	1	33.33%	3	100.00%
Special Education	2	11.11%	16	88.89%	8	44.44%
Speech	5	45.45%	6	54.55%	1	9.09%
Technical Management	3	50.00%	3	50.00%	1	16.67%
Undecided	98	60.12%	65	39.88%	61	37.42%
Graduate Majors						
Counseling Psychology	6	10.71%	50	89.29%	8	14.29%
Elementary Education	2	16.67%	10	83.33%	2	16.67%
Reading Specialist	0	0.00%	1	0.00%	1	0.00%
School Counseling	0	0.00%	7	100.00%	1	14.29%
Secondary Education	35	41.67%	49	58.33%	18	21.43%
Post Graduates*	63	42.28%	86	57.72%	38	25.50%
Total	1,030	44.88%	1,265	55.12%	681	29.67%

FALL 2012 ENROLLMENT BY MAJOR, GENDER, AND MINORITY STATUS

Undergraduate Majors		27	36.99%	46	63.01%	23	31.51%
Accounting		1	100.00%	0	0.00%	0	0.00%
Ag Ecology		62	81.58%	14	18.42%	10	13.16%
Agriculture		22	88.00%	3	12.00%	3	12.00%
Agri-Business		24	82.76%	5	17.24%	4	13.79%
Agri-Education		29	35.37%	53	64.63%	24	29.27%
Biology		119	46.12%	139	53.88%	83	32.17%
Business Administration		11	55.00%	9	45.00%	6	30.00%
Chemistry		52	83.87%	10	16.13%	27	43.55%
Computer Science		1	100.00%	0	0.00%	0	0.00%
Conservation Law Enforcement		80	71.43%	32	28.57%	45	40.18%
Criminal Justice		0	0.00%	65	100.00%	10	15.38%
Early Childhood Education		5	6.10%	77	93.90%	15	18.29%
Elementary Education		8	26.67%	22	73.33%	4	13.33%
English (includes English Ed, BAEd & English, BA)		6	24.00%	19	76.00%	4	16.00%
General Studies		148	68.84%	67	31.16%	97	45.12%
Health & Sports Science Education (includes HSSE, BSEd & HSSE Opt I & II, BS)		15	53.57%	13	46.43%	6	21.43%
History		23	45.10%	28	54.90%	19	37.25%
Mass Communications		23	71.88%	9	28.13%	8	25.00%
Mathematics (includes Math Ed, BSEd & Math, BS)		5	55.56%	4	44.44%	2	22.22%
Music - Instrumental		4	66.67%	2	33.33%	1	16.67%
Music - Liberal Art		2	50.00%	2	50.00%	2	50.00%
Music - NonTeaching		9	50.00%	9	50.00%	7	38.89%
Music - Vocal		4	66.67%	2	33.33%	2	33.33%
Natural Science							

ENROLLMENT BY GENDER

2008	844	40.66%	1,232	59.34%	2,076
2009	947	42.41%	1,286	57.59%	2,233
2010	1,011	43.94%	1,290	56.06%	2,301
2011	975	42.93%	1,296	57.07%	2,271
2012	1,030	44.88%	1,265	55.12%	2,295



MALE ENROLLMENT BY CLASSIFICATION

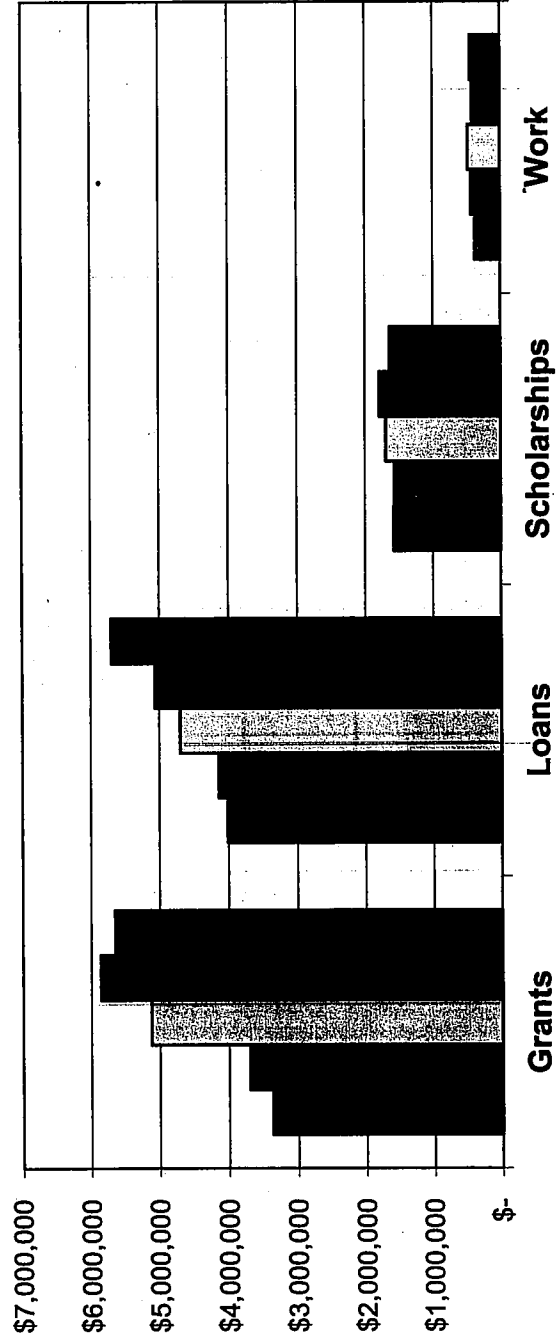
Freshman	287	329	378	385	392
Sophomore	145	160	167	162	174
Junior	136	170	178	144	175
Senior	169	175	185	204	182
Unclassified Undergraduate	44	42	45	26	43
Graduate	43	46	43	34	42
Post-Graduate	20	25	15	20	22
Total	844	947	1,011	975	1,030

FEMALE ENROLLMENT BY CLASSIFICATION

Freshman	283	328	348	350	303
Sophomore	168	171	174	196	184
Junior	257	260	236	232	262
Senior	304	314	345	332	313
Unclassified Undergraduate	43	43	60	36	38
Graduate	136	120	82	91	117
Post-Graduate	41	50	45	59	48
Total	1,232	1,286	1,290	1,296	1,265

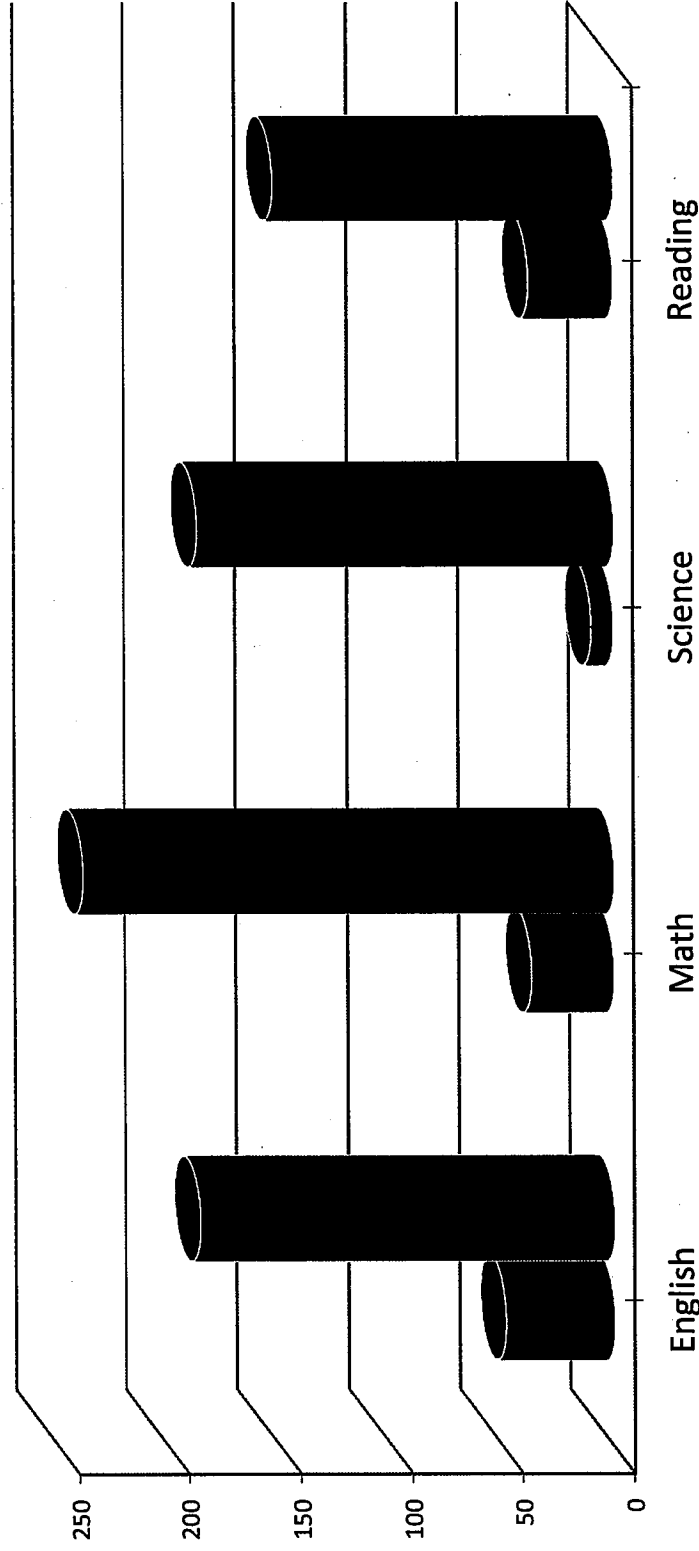
Five-Year Student Financial Aid Disbursements

2007-2008	\$ 3,366,401	1,075	\$ 4,008,910	895	\$ 1,577,858	772	\$ 369,775	248	\$ 9,322,944	1,805
2008-2009	\$ 3,697,799	1,128	\$ 4,134,440	923	\$ 1,567,427	826	\$ 424,808	593	\$ 9,824,474	1,874
2009-2010	\$ 5,124,516	1,279	\$ 4,693,438	1,012	\$ 1,695,787	963	\$ 475,414	730	\$ 11,989,155	2,036
2010-2011	\$ 5,861,413	1,386	\$ 5,057,007	1,048	\$ 1,788,136	929	\$ 413,603	735	\$ 13,120,159	2,153
2011-2012	\$ 5,650,062	1,340	\$ 5,696,247	1,135	\$ 1,635,940	802	\$ 439,927	687	\$ 13,422,176	2,103



2011-2012 Student Remediation*

Accuplacer test required and taken: Student placed in college level course	49	37	10	38
Accuplacer test required and taken: Student placed in remedial course	186	239	187	153



■ Accuplacer test required and taken: Student placed in college level course ■ Accuplacer test required and taken: Student placed in remedial course

*From Oklahoma State Regents for Higher Education Annual Student Remediation Survey

NWOSU Diversity Report 2013-2014
School of Arts and Sciences Documentation

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name Dr. Mike Knedler		
School/Department Name School of Arts and Sciences		
Primary Campus Location (check one)		
☒ Alva	☐ Enid	☐ Woodward

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

I support inclusion of diversity in academic programs by assuring that course schedules include sufficient offerings to accommodate students fulfilling general education requirements that address diversity. In addition, I support and monitor faculty hiring processes that encourage consideration of enhancing diversity in the faculty. I encourage faculty participation in diversity reporting processes, and support and encourage diversity of thought and opinion in academic issues.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

I support students with special needs by assisting in the process of relocating classes to accommodate those students. I have also supported the Northwest Concert Series' efforts in diversity awareness not only through attendance, but also program recommendation and ticket sales. I recommended to the HLC Steering Committee a campaign to highlight diversity and understanding of institutional mission by creating posters to place around campus for the site visit.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for

diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

I teach HUM 2113 General Humanities I. The syllabus for that class contains the following statement: *This course analyzes the cultures of both ancient and medieval societies as it examines how the various humanities disciplines defined or criticized the dominant value systems of those cultures.*

In addition, the syllabus contains the following competencies and goals:

General Education Competencies:

IIA1 Understand the role of human values in cultural, ethnic and racial diversity at the global level.

IID2 Understand the principles of human behavior.

IIIA2 Analyze the relationships between ideas in written material, including identifying cause-effect relationships.

IIID1 Understand styles and forms of visual arts.

Additional Goals:

1. Articulate important concepts in the study of cultures.
2. Organize a personal value system relating to cultures and the arts.

The class incorporates a project designed to help students correlate values in ancient cultures with a value system for contemporary culture.

The class incorporates discussions of cultural values as represented in visual, literary, and performing arts.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

I promote and monitor hiring practices to include consideration of diversity in the faculty. I also advocate for diversity of thought and opinion by welcoming all voices in meetings and discussions.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwsu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name Kylene Rehder
School/Department Name School of Arts and Sciences/ Department of Social Work
Primary Campus Location (check one) Alva ☒ Enid ☐ Woodward ☐

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

Northwestern Oklahoma State University complies with all applicable Federal and State laws and regulations. The University does not discriminate on the basis of race, creed color, nation origin, sex, age, religion, disability, or status as a veteran in any of its policies, practices or procedures. The University pursues equal education and employment opportunities for all. The Department of Social Work strictly adheres to the policy and procedures provided by the University. Membership in the social work student organization, Social Workers Association of Tomorrow (S.W.A.T.), is open to all Social Work Majors and pre-majors without regard to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, or sexual orientation. Admission criteria for the major and for the Field Experience are non-discriminatory and applied without bias.

The Social Work Program goals and curriculum content address diversity. The Social Work Program goal, specifically addressing diversity, states, "Provide a learning environment, which models respect for diversity and a commitment to ending discrimination and promoting social justice." Core Competency 4 addresses diversity in practice and every course in the curriculum incorporates this Competency. Diversity Practice Behaviors are reinforced through the social work curriculum and are emphasized in SOCW 3523 Social Diversity and in the Field Education component.

Field Agency Settings

The Social Work Program coordinates with Field Agencies and Field Instructors to ensure diversity is respected. The two criteria, specifically addressing diversity, are:

- An Agency's philosophy of service should be compatible with the philosophy, values and ethics of the social work profession. The primary purpose of the

organization (or Social Work Program) must be to address human needs.

- Agencies should not engage in discriminatory practices in the hiring of personnel, the acceptance of students, or the provision of services to clientele regardless of race, color, national origin, gender, disability, age religion, or sexual orientation.

Social Work Advisory Board

The Social Work Advisory Board consists of social service agency providers representative of the three campus communities of Northwestern Oklahoma State University. Members of the board are selected based, in part, on the member's commitment to values consistent with the profession. Specific practices exhibited by the board member must support an acceptance of diverse populations and non-discriminatory Practice Behaviors.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

Conference Attendance: Northwestern Oklahoma State University social work faculty and students recently attended the National Association of Social Workers (NASW) 38th Annual Oklahoma State Conference held March 30-31, at the University of Oklahoma's College of Continuing Education. This year's conference theme was "All People Matter." Northwestern was represented by social work seniors, Lindsey Terpstra and Sarah Smith, as well as Dr. Kylene Rehder, chair of the department of social work and Dr. Michele Scordato, social work faculty member.

During the conference, social work practitioners and students had the opportunity to attend over fifteen different workshops covering topics such homelessness, trauma, clinical interventions, motivational interviewing, domestic violence, developmental disabilities, poverty, dementia, corrections, cultural competency, social work ethics, and social work licensure requirements and policy updates.

NASW offers various trainings and information in relationship to our code of ethics. {1.05 Cultural Competence and Social Diversity} and training sessions on cultural competence, sexual orientation, diversity, gerontology, international social work, and populations at risk.

List of Workshops Attended which relate to diversity:

Understanding The NASW Code of Ethics; Client Violence And Social Worker Safety;
Understanding And Working With The "Sandwich Generation"; Fetal Alcohol Spectrum
Disorders: Making The Invisible Visible; Ethics: Ethical Practice For Mental Health Providers;
Historical Trauma And Clinical Approaches To Promoting Youth Resilience

Northwestern social work students attend Legislative Day

In honor of social work month, more than 100 social workers gathered at the Oklahoma Capitol for the National Association of Social Workers, Oklahoma Chapter (NASW-OK) legislative day.

The Department of Social Work from Northwestern Oklahoma State University was in attendance to learn about legislative issues impacting the social work profession.

Legislative day provides an opportunity for social work students and practitioners to engage in macro-level practice and learn effective ways to advocate on the behalf of others. This day assists social work students in learning to analyze and formulate policies that advance social well-being and develop ways for effective policy action.

"Legislative day is always an exciting event for students because it provides the opportunity for participation in public policy issues, observation of the legislative process and social justice advocacy," Dr. Kylene Rehder, Chair of the Department of Social Work, said.

Speakers included Mary Jo Kinzie, NASW-OK executive director; Frannie Pryor, NASW-OK Vice President and Political Action Election Campaign (PACE) speaker; Kate Richey, Oklahoma Policy Institute; and several legislators. Participants had the opportunity to visit the Senate and House chambers and speak with senators and representatives.

Social work students in attendance were Lorrie Corbin, Shattuck senior; Raquel Conway, Woodward sophomore; Jennifer Mitchell, Woodward junior; Sarah Smith, Blackwell senior; Lindsey Terpstra, Garber senior; Britaine Clark, Woodward senior; Jennifer Ruppel, Woodward sophomore; Kayla Murray, Enid senior; and Kylie Pethoud, Alva senior. Northwestern social work faculty members in attendance were Rehder and Dr. Michele Scordato, assistant professor of social work.



Northwestern students and faculty attending Legislative Day include (from left) Dr. Kylene Rehder, Chair of the Department of Social Work; Raquel Conway, Britaine Clark, Jennifer Mitchell, Lorrie Corbin, Jennifer Ruppel, Kayla Murray, Lindsey Terpstra, Sarah Smith, and Dr. Michele Scordato, assistant professor of social work. Not pictured is Kylie Pethoud.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

The Social Work Program at Northwestern Oklahoma State University is accredited by the Council on Social Work Education (CSWE). CSWE is a national association preserving and enhancing the quality of social work education for practice and promoting the goals of individual and community well-being and social justice. Social work education programs accredited by CSWE meet a series of rigorous standards designed by leading social work educators and practitioners to ensure students are adequately prepared for professional practice. The profession of social work in the United States looks to CSWE-accredited programs to produce social workers with the knowledge and skills to be professional social workers.

The social work curriculum is committed to providing a learning environment which models respect for diversity and a commitment to ending discrimination and promoting social justice. The curriculum provides students with an historical perspective of the profession, human rights movements, and policies. Students are asked to integrate this historical foundation with current policies in order to build a framework of cultural competency and ethical practice. Faculty and curriculum guide students in the creation of social justice models from the foundational knowledge and the culturally and ethically competent framework for use in practice throughout the rural region and in practice contexts beyond the region. (Core Competencies 1, 2, 4, 5, 8, 11)

The social work curriculum focuses on two core competencies directly related to diversity: Competency 4 and 5.

Core Competency 4: Engage diversity and difference in practice.

Practice Behaviors:

14. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
 15. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
 16. recognize and communicate their understanding of the importance of difference in shaping life experiences
 17. view themselves as learners and engage those with whom they work as informants
- and

Core Competency 5: Advance human rights and social and economic justice.

Practice Behaviors:

18. understand the forms and mechanisms of oppression and discrimination
19. advocate for human rights and social and economic justice
20. engage in practices that advance social and economic justice

The social work program offers a course which focuses exclusively on issues of diversity- SOCW 3523 Social Diversity: SOCW 3523 is offered every Fall semester and focuses on an examination of how diversity characterizes and shapes the human experience and is critical to the formation of identity. This course emphasizes Core Competency 4, which supports student's mastery in engaging diversity and difference in practice. The curriculum for this course is designed around the conceptualization of diversity as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. This course presents theories about the relationship between diversity, social injustice, and oppression and examines the ethical issues in relation to social conflict and cooperation. SOCW 3523 assists students in engaging in culturally, competent practice and developing an understanding that a consequence of difference may result in oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim.

This course reinforces critical thinking (Competency 3) and human rights and social and economic justice (Competency 5). SOCW 3523 is designed to prepare students for the social work practice curriculum sequence by providing students with a foundational knowledge on the importance of diversity.

The Department of Social Work strictly adheres to the policy and procedures provided by the University. Membership in the social work student organization, Social Workers Association of Tomorrow (S.W.A.T.), is open to all Social Work Majors and pre-majors without regard to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, or sexual orientation. Admission criteria for the major and for the Field Experience are non-discriminatory and applied without bias.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

Social Work Program Goals

The Social Work Program goals reflect the purpose of undergraduate social work education and are derived directly from the Social Work Program's mission and character of the region served. To fulfill the mission, the Social Work Program goals are as follows:

1. Prepare social workers with the knowledge, values, and skills of the social work profession to practice with individuals, families, groups, organizations and communities. (Core Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)
2. Prepare social workers for ethical practice in a rapidly changing global environment and within the complexities of rural regions. (Core Competencies 1, 2, 4, 5, 8, 9, 11)
- 3. Provide a learning environment which models respect for diversity and a commitment to ending discrimination and promoting social justice. (Core Competencies 1, 2, 4, 5, 8, 11)**
4. Prepare social workers for the use of evidence based theories, practice methods, and evaluation processes for both client and agency outcomes. (Core Competencies 3, 6, 7, 9, 10, 11)
5. Educate life-long learners who can think critically about the world around them. (Core Competencies 1, 3, 7, 9, 10, 11)
6. Develop social work leaders who are able to improve the social service delivery systems in northwest Oklahoma. (Core Competencies 1, 2, 3, 9, 11)
7. Prepare social workers with a commitment to professional growth and development. (Core Competencies 1, 2, 7, 8, 9, 11)

Social Work Program Goal Three was derived from the mission statement elements of competent, generalist practice, development of social work knowledge, and leadership of social services delivery. The Social Work Program provides students and social work professionals in the area an outlet for promoting social justice through education, empowerment, and an increasingly educated workforce to combat the inherent discrimination and dearth of resources due to the isolation and rural nature of the environment. The Social Work Program provides students with opportunities to develop the necessary skills and knowledge to implement change addressing discrimination and social justice issues through assignments, classroom activities and discussions. In addition, the Social Work Program seeks opportunities to expose students to stakeholders such as legislators, district attorneys, advocacy organizations, and other avenues for change in order for students to have a model for change, direct access to change-makers, and constituents to support change.

The social work program strictly adheres to Educational Policy 3.1:

CSWE Educational Policy 3.1—Diversity

The Social Work Program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of Field Education settings and

their clientele; composition of Social Work Program advisory or field committees; educational and social resources; resource allocation; Social Work Program leadership; speaker series, seminars, and special Social Work Programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name			
Michele Scordato			
School/Department Name			
Department of Social Work			
Primary Campus Location (check one)			
Alva	Enid	X	Woodward

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

Many of the visual aids (e.g. videos) and speaker presentations used in my courses demonstrated diversity including attention to the aging population, homelessness, developmental disabilities, and teen pregnancies. I also represented the school at the monthly domestic violence task force meetings.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

Many of the visual aids (e.g. videos) and speaker presentations used in my courses demonstrated diversity including attention to the aging population, homelessness, developmental disabilities, and teen pregnancies.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

The competency pertaining to diversity is highlighted, by number by each of the pertinent topics in the syllabus (e.g mental health C4). I have used videos, lectures via PowerPoint presentations, and in-class exercises and discussion. I have encouraged students to write and discuss their culture and/or heritage during in-class activities and in take home assignments, as relevant. I have promoted respect for diversity in the classroom by paying attention to the words I use in class when describing diverse groups. I have also encouraged the students to follow our Code of Ethics when working with diverse groups.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

I have initiated collaborative learning methods, where the students can also learn from each other in my class room. These have included discussion by groups in class.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name		
Professor Kimberly Weast		
School/Department Name		
School of Arts and Sciences/Fine Arts		
Primary Campus Location (check one)		
Alva	Enid	Woodward

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

This year we presented theatre literature that was dealt with religion, sexuality and gender.

We have a racially diverse faculty.

We have gay and lesbian students in our theatre program.

We have non traditional students in our theatre program.

We have numerous students who are of different race and cultural backgrounds in our theatre program.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

--

Tall Grass Gothic- It dealt with social and gender diversity.

Shiela Holmes: Kid Detective- It had a racially diverse cast and crew. For example the role of the school principal was played by a male student of Hispanic descent and one of the lead characters was an African American female.

Midsummer Night's Dream - It had a racially diverse cast and crew.

Godspell- It had a racially diverse cast and crew. For example: the character of Jesus was played by a student of Tonga descent. Therefore, his skin was dark and not the typical white Jesus.

In Theatre History and Literature we look at the history and literature of theatre from different eras, countries and cultures. For example I show DVD's of Japanese, Chinese and Indian theatre.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

All of my syllabuses allow a student to choose their own presentation and/or paper topics within the purpose of the course. Therefore, students are able to show diversity in their topics ranging from presentations dealing with homosexuality to

Italian Commedia Del Arte.

In the Habitudes class we talk about listening and leading by serving-no matter your color, religion, gender, or social rank.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

We have variety of students with different religious beliefs, sexual preferences and racial backgrounds.

Our program advocates for social justice by presenting a variety of theatre literature with different world views.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name	
Jave Yoshimoto	
School/Department Name	
Studio Art	
Primary Campus Location (check one)	
Alva ☒ Enid Woodward	

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

Diversity awareness and acceptance is taught highly within my courses, such as in art history where I provide lectures on artists from around the world, class struggles, social justice, and racism and how that impacts the art that has been created in history. I also bring in Artists-in-residence from around the country from variety of backgrounds to display and discuss how their personal backgrounds are affected by their experiences and surroundings, then interact with the local Alva community to share their perspectives and point of view to raise awareness of the different viewpoints.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

In fall of 2013, video guest artist lecture series were implemented into the course program to expose students to artists from around the world, which inspired some of my international students to create works based on their personal backgrounds. During critiques, some cultural learning has happened within the classroom setting, where the student was able to safely and effectively express the joys of his personal culture.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

It is imperative within my program to expose students to variety of artistic ideas from different cultures, and is implemented into the course lectures, video guest artist lecture series, and artist-in-residence programs. Students are asked to come in with an open mind to try to not only understand, but experience and exchange cultural ideas, and respect the differences as well. I often encourage students that the classroom setting is a "safe space", and during critiques, they are reminded to be respectful and not hurtful of other people's expressive interests.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

My practice of inclusion often has to do with outreach. I often travel outside of Alva and also out of state, and take as much opportunity as possible to interact with people of different backgrounds. This fall, I will be inviting a native American artist from Stillwater, OK to give a lecture on her work and how her native dance influences her works, as well as inviting international artists from India this fall to not only create their works, but encourage them to interact with my students and the international student club available on campus.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name	Dr. Irene Messoloras		
School/Department Name	Department of Fine Arts		
Primary Campus Location (check one)			
Alva	X	Enid	Woodward

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

Diversity awareness is accepted and demonstrated with the vocal music department at Northwestern in many ways. First, singers learn to perform in different styles and genres of music thereby allowing members of the choir as well as the community through ensemble performance, to find an appreciation of music from different cultures. This year, singers performed in eight languages and focused on music from ten different regions around the world

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

As general manager of the Northwest Concert Series, I assist in choosing a variety of acts that not only promote the musical arts but also many of which have a diversity component. This year the Irish folk band FullSet performed on the series and were well received by the Alva community. Additionally, Each of the acts in the series focused on a different genre of music that would appeal not only to arts lovers but a diverse population within our community. A benefit of this series comes to the community in the form of an improved quality of life made possible by cultural experience made valuable to underserved rural area in the state.

In the classroom students were asked to observe various HS choral festivals. Northwestern students saw the differences in socio-economic level between different schools and how this (if at all) affected the overall program of the institution.

The community concert choir was established three years ago to help bridge the gap from the university to our local community. NWOSU students (50 members) along with 15 community members ranging from musical experience and age rehearsed and performed a concert showcasing the diverse nature of American music.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

As an educator it is my responsibility to prepare my students for a world of diversity. Diversity is constantly promoted in the classroom by means of the music that is rehearsed and performed. A respect to the skills developed in music in higher education is almost always a given but more importantly, understanding the composer and his/her background is critical in being able to fully understand and appreciate the work. Students learn and observe historical information and performance practices of the time period.

During spring break, fifteen students traveled to Little Rock, AK to attend the American Choral Directors Association conference which featured the top choirs from the southwest region. Additionally, students participated in a three day long series of workshops and reading sessions that featured world music, different methods to teaching students with exceptionalities, as well as hearing ensembles that focus on specific types of styles of music (ex. gospel, baroque). The conference focused on the promotion of diversity in the field of music education.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

- I bring in various artists from around the country to speak to our singers about music performance in various parts of the country. This year, NYC soloist Toni Dolce spoke to students about performance and self promotion as an artist.
- Collaboration with other instructors on projects. Ex. Kimberly Weast- Godspell.
- To hold students accountable in the classroom, a major focus is small group work. Students must learn how to work together for the collaborative final grade.
- Service learning projects that stem outside of performance. Students worked hand in hand with the Northwest Crisis Center to assist the victims. Northwestern students helped paint apartments, give various items that the center needed and raised money to assist the other costs.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name		
Dr. Jesse Schroeder		
School/Department Name		
Arts & Sciences/Communication		
Primary Campus Location (check one)		
Alva ☒	Enid ☐	Woodward ☐

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

The mass communication program at NWOSU is made up of a very diverse group of students. This is such a positive attribute to the program. Our students are able to learn from each other on a daily basis.

We also cover a multitude of diverse issues in all of our student media outlets. These stories are then disseminated around the department, across campus, and in many communities.

If one visits my office they will see artifacts from many places. Many of the artifacts are gifts from my international students that they have brought to me when they have travelled home.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

In serving as NWOSU's Accreditation Liaison Officer I have the opportunity to work with nearly every individual on campus. This includes a fairly diverse population. In developing the self-study report for NWOSU's most recent reaffirmation for accreditation site visit, evidence was uncovered that showcases how diversity is celebrated at our institution. The report also revealed how diversity awareness had improved and how the NWOSU student and faculty member population has become more diverse over the years.

Every semester my students are encouraged to produce broadcast news stories highlighting diversity at Northwestern. A few of the stories that were covered this past academic year include, Festival of Cultures, Black History Month/Bruce T. Fisher, Hispanic Heritage Month, and Women's History Month. Not only are stories produced

regarding the above mentioned events, but channel 7 also promotes the event leading up to the presentation.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom?

Diversity is an issue addressed many times in the Introduction to Mass Communication course. On the syllabus one of the competencies includes: "Students will gain an understanding in the principles of ethical behavior in media, identify and understand concepts and principles of leadership in media, and identify the role media outlets play in the understanding of the rights and responsibilities of United States citizenship. (NWOSU General Education IIC5, IIC2, and IID1)". With regard to this competency, diversity related issues surrounding media are discussed in nearly every class period.

Beyond class work, the students in the lab environments I oversee pay close attention to diverse issues. Every semester my students are encouraged to produce broadcast news stories highlighting diversity at Northwestern. A few of the stories that were covered this past academic year include, Festival of Cultures, Black History Month/Bruce T. Fisher, Hispanic Heritage Month, and Women's History Month. Not only are stories produced regarding the above mentioned events, but channel 7 also promotes the event leading up to the presentation.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

In teaching within the field of mass communication being an advocate for social justice comes naturally. Focusing on ethics, laws, story angles, word selection when writing, and how our job as journalists is to give the "voiceless" a voice at times. Regardless of one's background, we all have biases. Mass communication students address these issues to develop skills to overcome their biases in order to be effective and objective journalists.

Due to the nature of the mass communication program our students work is distributed for everyone to see. Based on the stories we report in the newspaper and the types of shows we produce for NWTN and KNSU we share a diverse collection of material each semester.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name Thomas Pantera		
School/Department Name Arts & Sciences/Communication		
Primary Campus Location (check one)		
Alva x	Enid	Woodward

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

We have a highly diverse student population in our department. In my area, I encourage all students to work together and learn from each other regardless of racial or socioeconomic lines.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

Since I teach writing, I spend a lot of time on word choice. Part of that is an explanation of "people first" language. I do not necessarily teach them to use it – it's a bit problematical from a writing standpoint – but I do discuss the concept and the need for sensitivity when writing about people with disabilities.

Likewise, in the ethics section of media law and ethics, when we discuss news judgment, I touch on how different cultural standards can affect what kinds of stories and pictures an editor may choose to use.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom?

I do include the standard diversity statement. But my style as a teacher, which is very socratic, is aimed partially at focusing on diversity both of issues and opinion. In addition, as a teacher of writing I am very sensitive to students' word choices on assignments. Occasionally, one of the students will inadvertently use a racially or socially insensitive word and I consider that a "teachable moment" and use it as a springboard for class discussion (often without identifying the student, to keep the discussion off the "offender" and on the offense itself).

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

Because I am teaching journalism, I have to be careful about the uses of opinion in student work. But I try to teach them that objectivity is not always a question of black and white and that concerns about social justice can inform their work as journalists.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name: Matt Adair		
School/Department Name: Arts & Sciences/Communication		
Primary Campus Location (check one)		
Alva X	Enid	Woodward

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Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

Northwestern holds multiple events designed to raise diversity awareness and celebrate the differences in culture and background that make the members of our community unique. These events are promoted by various organizations and departments including our student media outlets.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

In my Introduction to Speech Communication courses, understanding and appreciating diversity among audience members is a focus. My students give an "ice breaker" speech at the beginning of the semester. The focus of the speech is "what makes me, me," and the students are encouraged to discuss their backgrounds and cultural upbringing. This promotes awareness and appreciation for the varied background of the class members, and helps the students to understand the diversity of their audience.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom?

Under the Competencies/Standards/Goals portion of my Mass Communications syllabi I state that, "Students will gain an understanding of the role the mass media has in society. Students will gain an understanding in the principles of ethical behavior in media, identify and understand concepts and principles of leadership in media, and identify the role media outlets play in the understanding of the rights and responsibilities of United States citizenship." In order to understand the role of media in today's society and to

grasp the ethical obligations of media and journalism today a student must understand the role of diversity in society. I use a lot of discussion of current events and examples of news for classroom discussion. I encourage students to view news and media (advertising, and public relations) through the eyes of the total audience and the individual. Students are encouraged to ask themselves questions that will assist them in determining if an assignment accurately portrays the culture of others and if an assignment (a print advertisement for instance) represents inclusion and properly appeals to a diverse audience.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

I use a lot of peer review and discussion in my Mass Communication courses. Most of our discussion revolves around the creative process and news reporting. Discussing how a story or an idea of another student is coming together helps students to critically think through and evaluate their own work. When paring students I like to change the group members from discussion to discussion. I like to see students paired with students who are different, culturally and idealistically, from themselves. This allows each student to meet and interact with someone who may be outside their chosen peer group.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name		
Tamara L. Brown		
School/Department Name		
Arts & Sciences/Communication		
Primary Campus Location (check one)		
Alva ☒	Enid ☐	Woodward ☐

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Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

The Communication Department includes Student Learning Objectives for both degree programs that are related to diversity awareness, diversity understanding, and communication across diverse groups/settings.

The communication programs do not include a class over intercultural communication. This topic, however, is incorporated throughout the speech communication coursework especially in the upper level classes.

In the business communication course, some students create posters, handouts, etc. to supplement their presentations on various cultures. These hang on the classroom wall for the rest of the semester. At times, they are used as references/resources throughout the semester when addressing communicating across diversity.

Pictures of former students with their families, pictures of me with former colleagues or students, etc. are hanging in my office. Cards & items with quotes are also posted on my office walls; others are sitting on my bookcases. The pictures, cards, & quotes represent/include individuals who vary in age, race, gender, language, and religion.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

During the class for business communication, the students learn about business practices of different cultures and how they differ from mainstream U.S. practices. One

assignment required the students to research and present about a specific culture including cultural beliefs, its language(s), and business practices. Students also learn about different communication styles, daily practices, beliefs, etc. of various cultures. Characteristics that describe cultures such as individualism/collectivism and low-context/high context, task/social, masculinity/femininity, etc. are addressed. After these presentations, the students work together to determine guidelines for communicating effectively across diversity. Class discussions are utilized to brainstorm for techniques to improve intercultural communication. Visual aids were shared & placed in the classroom.

The Communication Department continues to offer up to 3 sections of American Sign Language per academic year. The Deaf culture perspective is taught as a reasonable perspective/option. Deaf is considered as a different way to experience life. The other end of the continuum is also addressed, deafness as a disability. Primary principles that underlie this perspective are addressed and students work with instructor to determine ways in which they believe members of the Deaf culture would respond to or discount each principle. Both are taught as perspectives that need to be understood and respected.

Students in the business communication course completed the Cultural Awareness Self Analysis in their textbooks. The students completed the survey then scored them to determine their awareness across various situations. Students' scores were moderate to high on the overall scores. The survey items were further discussed in class; students expressed examples of related "real-life" experiences.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom?

Students were put into groups to discuss the pros & cons of heterogeneous groups while others were put into groups to discuss the pros & cons of homogeneous groups. Groups shared their ideas with other students then I facilitated an overall class discussion that focused on how heterogeneous groups are usually more effective and why diversity in groups is usually an advantage. (Small Group Comm.)

Statement from syllabus: It is expected that you will act in a *courteous and respectful manner* at all times. It is important to try to understand and respect others' opinions and ideas at all times.

I ask a lot of questions & incorporate a lot of group discussions within my classes. I encourage students to express their experiences as related to the topic at hand. If a student of a diverse background does not participate in this way, I visit with him/her after class. If appropriate for the student, I encourage the student to participate and to share his/her experiences, opinions, ideas, etc. as the other students can learn from his/her information. If he/she is not comfortable, I try to help the student feel more comfortable in the classroom environment. If I help him/her feel safe in the class, there's a better chance of participation.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

I modify a class activity or assignment at times to better "fit" an individual's situation/comfort level. This allows the student to participate like the other students (but in a more comfortable way).

I try to have a structured but flexible class environment. For some students, the structure helps him/her get used to the class & they start predicting what will happen next. This increases the participation of some students especially those who are uncomfortable.

I talk to my students on an individual basis to make sure he/she is doing okay in the class. This interaction allows me to address classroom issues and participation when needed.

I incorporate games within the classroom to promote inclusion when appropriate.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Dawn Allen		
NWOSU - English		
Primary Campus Location (check one)		
Alva ☒	Enid ☐	Woodward ☐

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Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

We have a broad student base with students from a mixture of ethnicities, backgrounds, and country. This enriches the classroom experience for all students. Allowing students to share experiences within the parameters of education with students who are different from them reminds everyone that we all share commonalities in this life. The goal is to embrace our shared experiences and learn from our differences. It is important to continue to embrace a diverse student population.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year, which have incorporated or celebrated diversity issues.

We use group activities and discussions to bridge gaps we have in background. Using things that are universal in appeal – such as music – helps students relate to each other beyond the languages they may not share.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

I have only one rule in my classroom: respect. If students respect, everything else works. Respect yourself, respect your classmates and teacher, respect the process. English is a communications class and nothing is more important to diversity than communicating. Everything we do has an end goal of better communication between people, at all levels.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

Choice is huge for college students. They are beginning to experience and reach new perspectives. I build an environment from day one of trust. Everything said in this room is sacred and the individuals are to be respected at all times. We can disagree on ideas but never disagree on people.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name Kathy Earnest		
School/Department Name Arts/Sciences: English Foreign Language Humanities		
Primary Campus Location (check one) Alva ☒ Enid ☐ Woodward ☐		

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

Faculty in our department attempt to teach as well as possible from materials and topics that introduce a well-rounded approach to thinking and writing about ideas, being somewhat limited by course rotations and number of teaching faculty. As interview positions arise, we attempt to interview a variety of candidates as their resumes qualify them for teaching positions in the department. Because Spanish is a part of our department, that faculty develops activities which reflect understanding Spanish customs and holidays. In addition, Humanities courses reflect as broad a range of topics and reading materials as possible within the bounds of the course descriptions and general education requirements.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

As a faculty member, I attempt to attend as many campus activities and programs and lectures as possible in order to support various student constituencies and to stimulate my

own intellectual growth. Among these are the NW Concert Series events, theater department stage productions, music department concerts, Dr. Mark Taylor professional development lectures on millennial, sporting events, alumni events, poetry readings, etc.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

Introduction to Literature: This is a broad survey of four literary genres. Several selections introduce students to Latino authors, including a short play "The Cuban Swimmer" by Milcha Sanchez-Scott, an excerpt from Sandra Cisneros *The House on Mango Street*, and the poem "Problems with Hurricanes" by Victor Hernandez Cruz. Another selection, a short story "What it Means to say Phoenix Arizona" introduces students to contemporary native American fiction writer Sherman Alexie. Assignments at the beginning of the semester are based on instructor presentation and lecture; then students make selections of literature to present to class, thus allowing them a chance to develop their literary choices and presentation skills.

Students in Composition II classes are encouraged to research and write on topics of their choosing. This allows students to explore contemporary social issues, share their discoveries with class, and also counter-argue their positions, thus exposing them to a variety of positions on topics. This approach to learning about research papers allows students some latitude in exploring their interest areas, thus encouraging their individuality in selecting topics and helping them develop a "voice" through their research and developing writing skills.

A personal essay assignment in Comp II occurs early in the semester and asks students to write a self-observation on looking inward, to how they understand their personal belief system, and then looking outward, to analyze how they put the belief system into practice as they deal with others.

In Composition I, I continue to incorporate a short poetry lesson based on the Appalachian poet George Ella Lyon's "Where I'm From Poem" and Margaret Walker's poem "Lineage." As we analyze these poems through class discussion, students are exposed to how authors express perspectives on their ways of life and revering the past.

Then students are prompted to write their own creative version of "Where I'm From." This allows students to appreciate their background and the influence of "place" on their own development as individuals.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

My field of study for my dissertation is on First Generation College Students who have graduated from NWOSU. This study has informed me of the situation of FGCS as a student constituency at our institution in the past and the present, and also the issues concerning FGCS in contemporary culture.

I am also reading on several topics, with the plan of developing electives on these topics: creativity and how to develop one's own creativity; and human capacity: how individuals learn to face challenges in their lives or help others develop inner strength through self-actualization.

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name		
Koreen Culbert		
School/Department Name		
English		
Primary Campus Location (check one)		
☒ Alva	☐ Enid	☐ Woodward

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Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

The recommended texts contain work by writers from a vast array of cultures. Many discuss the need for intercultural awareness.

Discussions are ongoing regarding better serving our students for whom English is their second language.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

I have assigned reading from writers of a variety of cultural backgrounds. I have encouraged discussions of how those essays relate directly to the students in the class today and how their individual cultural backgrounds affect their reactions to the readings.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

I insist on respect and that what is discussed in the classroom must remain there. I encourage all of my students to talk about the differences they face being here. Many of my assignments concern personal success (for example the research paper that I assigned

my Comp I students was to imagine 20 years from now they are going their perfect job and they were to research exactly what it would require them to become qualified for that job and the steps they need to take to meet those qualifications). Additionally, I emphasize the kinds of writing skills, reading skills, note-taking, and memorization techniques they will need to achieve academic success.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

I try to respect the fact that students have different levels of comfort in speaking during class discussions and allow a few weeks for those who are naturally reticent, for any reason, to feel more at ease. I then look for appropriate opportunities to draw out responses from them. I particularly assign reading material that relates to the importance of communication and recognition of cultural differences.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty and Staff Diversity Documentation Guide

Academic Year 2012-2013

Please type your responses into the boxes provided.

Faculty/Staff Name Kathryn Lane, PhD		
School/Department Name English, Foreign Language, and Humanities		
Primary Campus Location (check one)		
Alva ☒	Enid ☐	Woodward ☐

Diversity is referred to as differences among people in a given population that can include, but is not limited to: Ethnicity, Race, Gender, Age, Religion, National Origin, Language, Socio-Economic Vulnerability, Exceptionalities and Sexual Orientation.

Category 1

Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

1. Southwest/Texas Popular Culture Association Conference offers panels on Chicano culture, gay and lesbian issues, fat culture, teaching/reaching first generation college students or students from "rough backgrounds" who are working against the cultural norm.

Category 2

Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

1. The Day of the Dead is hosted by the Spanish department every year. I attend and participate each year. Cinco de Mayo is another event hosted by the Spanish section of the EFLH department that is well-attended and informative.
2. I attended the Irish musicians' presentation as part of the Northwestern Concert series (and encouraged my students to attend). Many had never seen a live performance and I used the Irish mythology discussed in the performance to start class the following day.
3. In both my fall 2013 Composition I and Writing & Literacy course, we celebrated the 50th anniversary of Martin Luther King Jr.'s "I Have a Dream" by using the text in various ways. In Writing & Literacy, students were asked to read the piece, take notes, and then create a found poem that they felt expressed their own dream of America. We posted them in the classroom on day 2, and discussed how our dreams for America have and have not changed. In Composition I, we used King's speech as a rhetorical strategy analysis. Students were asked to analyze why this speech is still so famous. From there, they were asked to mimic the rhetorical strategies in use in writing of their own.
4. In my fall 2013 Composition I class, students read "The Chinatown Experience" and "Last Rites for Indian Dead." Both essays highlight issues facing different social groups and spark fascinating conversations within the class. Furthermore,

students were asked to write an observation paper that forced them to see “things outside of the norm.” Finally, students are tasked with writing a paper evaluating a popular cultural text, looking at the different perceptions in the media. Many reported being more cognizant of the issues facing their peers due to differences in religion, sexual orientation, socio-economic situation, and previous life experiences.

5. In ENGL 0125: Writing and Literacy students read the following essays as part of the course design: “Why Chinese Parents are Different” by Amy Chua, “Growing Up Bilingual” by Sara Gonzalez, “After 20 Years, I Want to See My Abusive Dad for His Money” by Tony Kelso, and “Complaining” by Maya Angelou. Furthermore, many of the short writing prompts in the book ask students to reflect upon the life of the homeless, the abused, the displaced. As students’ writing skills develop (hopefully) so does their ability to see the world.
6. The text selected for the course Writing and Literacy offers images of various cultural events—a quinceanera, an obvious lesbian couple at a rally, a homeless man with his dog, a soldier in the Middle East, a Jewish wedding—to prompt student writing and reflection. The international students in the course were paired with native speakers to encourage conversation and exchange. Furthermore, the class completed a current events assignment every week, in which they had to examine newsworthy events going on around the world, analyze not only the facts presented but the comments/responses of other readers and determine what biases might be in play. The class examined numerous topics: “rescued” tourists in Peru (who weren’t in danger at all), nursing home guidelines and the ways other cultures treat the elderly, the trial of an international athlete and his murdered girlfriend and the cultural stereotypes arising from that event. We learned a great deal about the world through the weekly current event assignments and ensuing conversations. This project forced many students to look for clues to difference and to see that the world is full of many people, many of whom are not like them. Most students reported this assignment—even though it ran throughout the semester—to be their favorite and the assignment that taught them the most.
7. In my British literature courses, issues of social class, sexual preference, and economics are often discussed in relation to the texts being studied. One of our English Ed majors, Jake Streck, is completing a long-term research project examining socio-economic differences in both British and American literature. This year, students have examined working class issues of the period in their seminar papers as well as questions of race, gender, and religion, looking for how these issues impact the characters, the reading audience of the time, and the audience of today.
8. In Advanced Composition in the fall of 2013, students read widely including articles that looked at the different ways genders communicate, the struggle to acclimate to American culture and language, the conflict between being American but being “not American” also; sexual difference, bullying, the culture’s obsession with technology and the struggles of single parenthood. After in-depth discussion of these topics, the ensuing research, and analysis of rhetorical strategies, students wrote their research projects on various topics. A sample of topics include: the marginalization of “nerd” culture, violence against women in

comic books, and bullying in American schools and the messages being sent through bureaucratic responses.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu (due 5-15-14)

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name		
Matt Barnes		
School/Department Name		
English English, Foreign languages and Humanities		
Primary Campus Location (check one)		
Alva	Enid	Woodward

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

This academic year it has seemed that the department was quite focused on diversity. International students and at-risk students (often from a more urban background) have been at the forefront of our focus in creating and running five-day-a-week developmental English courses, as well as the inclusion of composition labs to assist with student adjustments moving from high school to collegiate reading and writing.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

I have focused on a lot of different cultures this year. As always, my in-class writing assignments deal with a highly diverse range of topics from responding to Martin Luther King Jr. to reading short excerpts from writers like Cisneros, Hughes and Inada to exemplify and celebrate cultural differences and similarities.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

I promote respect for diversity by assuring that all students in my classroom have an equal voice. I also use a wide range of culturally diverse reading materials and writing assignments that often challenge stereotypes. One of my favorite exercises, an ice-breaker, is to have the battle of the sexes. In this assignment, students gather in groups by sex and discuss the top ten things they think each sex is better at than the other. We then write these items on the board and discuss how off-base they are and how outdated some of these beliefs actually are. It is an eye-opener to say the least.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

I treat each and every student with the exact same amount of respect, and I expect the same from them towards each other, and towards all races, cultures, sexes. I have constantly and consistently worked with others in the department attempting to better our approach to diversity, and it seems we are all on the same page.

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name Shawn Holliday, Ph.D.		
School/Department Name English, Foreign Language, and Humanities		
Primary Campus Location (check one)		
Alva	Enid	Woodward

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

The EFLH Department offers a major and minor in Spanish as well as an introduction course in elementary French. English professors incorporate literary works by authors of different races, cultures, religions, and socio-economic classes in their courses. For example, in the 20th and 21st Century Novels class I taught in the spring 2014 semester, students read the first Japanese American novel ever published as well as a novel written by a Native-American Laguna woman. Students also read books by a Jew, a Catholic, and several Protestant authors. *The World According to Garp*, while written by WASP John Irving, deals with such issues as feminism, transgenderism, open marriages, homosexuality, and physical handicaps.

Diversity also occurs in the department's hiring process. The search committee interviewed a Japanese American by telephone for the open Americanist position in the department as well as a Nepalese professor for the open Composition/Rhetoric position.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

The EFLH department's Renaissance Faire was heavily attended this year, which allowed students to experience the lifestyles and cultural practices of 16th Century England. The poetry series allowed students of diverse races to read their own works, sharing aspects of their culture with audience members.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

All artistic works discussed in my courses include, at the very least, racial, gender, and ethnic diversity. In HUM 4900/The History of Rock and Roll, students learn about slave songs, ragtime, jazz, blues, and rhythm and blues (historically black music), and the diverse ways in which both whites and blacks used these precursors to develop contemporary rock and roll music. Discussion of rock subgenres include such ethnic minorities as Cubans (samba music) and Jamaicans (reggae music). Homosexuality and alternative lifestyles are discussed in reference to such artists as Little Richard and Boy George. Transexualism appears in discussions of the glam rock movement, especially David Bowie's alter ego Ziggy Stardust. Female performers (Carole King, Aretha Franklin, etc.) and female rock bands (The Go-Go's and The Bangles) are also discussed.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

I do my best to ensure positive classroom experiences by employing diverse assessment measures for both students and myself. To gauge student learning, I use a variety of graded and non-graded WAC activities—from traditional tests and reader-response quizzes to microthemes and exit slips—to measure the ways in which students are assimilating and synthesizing course information. I also use assessment methods to gauge my own instructional success. Two or three times a semester, I ask students to submit an anonymous paragraph that discusses the strengths and weaknesses of my courses. I also have devised surveys to gauge student attitudes toward course content and the department's overall curriculum. I am always looking for ways to improve, and I often change instructional methods from the feedback students provide.

Additionally, I promote the classroom as a “safe zone” where students feel free to express their opinions without fear of recrimination from me or other students. I believe that a college education should foster the free exchange of ideas that will lead to greater understanding between people. Many students often stop by my office to continue discussions that began earlier in the classroom. Instilling a life-long love of learning and engaging students with their world is the hallmark of a good professor. In this way, I promote social justice in my classroom.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name		
Dr. Claudia Young		
School/Department Name		
NWOSU/ English, Foreign Language and Humanities		
Primary Campus Location (check one)		
Alva ☒	Enid ☐	Woodward ☐

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

Alva is a small community where most of the population is mainly represented by Whites. However, this academic year, NWOSU has increased the African American student enrollment. In my classes, the student ethnic diversity raised. Although a minority, I have had students from Asian, African American and Hispanic origins enrolled in my classes. They have had to learn to work with people from different backgrounds and different ways of thinking. Accepting the coexistence with peers who are different, sometimes it has not been easy. However, I ask them to be tolerant and patient since they might be amazed of the positive things that they could discover when talking with people of different viewpoints.

The Department of English, Foreign Language and Humanities is very small. It is represented by Whites, Hispanics and Natives, young and old people, and with people from different genders as well. I think it would become better if we create extra-curriculum activities that could improve a better integration among colleagues.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

I encouraged my students to attend to the Heritage Celebration Series like the speech presented on October 14 by Gilda Palacio or the one about African American History by Dr. Fisher.

I presented a paper in the 70th Annual South Central MLA Conference 2013 held in New Orleans, LA. After coming back, I shared with my students my enrichment experience in that part of the country where most people are Afro-Americans.

One more year, the Hispanic American Leadership Organization in coordination with the

Spanish Club was the sponsor of the Day of the Dead event. Students, staff and faculty had a great opportunity to learn and share a very important tradition in the Hispanic World.

Always is a great pleasure that HALO supports the Festival of Cultures. In the classroom, I highlighted the benefits that my students would receive if they actively participated. I consider this Festival as one of the best ways that students and general public can have to experience diversity at NWOSU. The Spanish Department closed the academic year with the Salsa Tasting Contest and the Cinco de Mayo Fiesta. Both activities were a success due to the interest and participation of people from diverse backgrounds.

I am a member of Kiwanis Civic Club. My presence and participation there contribute to make this organization diverse because I am young, woman, and Hispanic. I also renewed my membership in AAUW. In Alva's Chapter, I am the only one Hispanic. Our Chapter at Sigma Delta Pi, the Hispanic Honor Society, had a new member with a different sexual orientation.

I was serving in the Faculty Senate. My participation there was essential in terms of the contribution that I did as representative member of the diversity.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

My syllabus includes a category called Culture. During the semester, students should be involved in at least one of the activities suggested. Those activities represent not only a connection with the Hispanic world, but also the opportunity to interact with people from diverse background.

As an assignment, students should search the general data of a Hispanic country and present it in class. So, students can learn how diverse Latin America is despite having many things in common. They also learn diversity through the content of the readings since they include different topics from diverse perspectives and mentalities.

When I speak with my students about their majors and their plans after graduation, sometimes I mention that as well as it is important to keep updated in technology, it is also important to collaborate with the future employer and make an effort to create an atmosphere of acceptance and tolerance since the globalization is leading us to live in more diverse communities. This is one of the tips that I give to them to be successful as an employee of the 21st Century.

For each assignment in pairs or groups, students should work with different classmates. So, after a while, they know they need to show some respect for everyone in order to organize and prepare their work in harmony.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

As I just said above, during the semester, students work with different classmates every time. I choose randomly their new partners. In most cases, they show some enthusiasm and curiosity of who will be the one in the next time. However, if I perceive that they show some kind of discomfort with a specific person, I take that particular student aside to hear his or her reasons. Usually, I try to persuade them that it does not bad to work with a dislike person just for a few minutes. It is just an adverse moment in life, but sometimes life has moments like that.

This particular semester, I faced a situation that I perceived as bullying between classmates. I solved the situation talking with the student involved to be assured that she was not threatened nor her life treated different.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name		
Mark Bagley		
School/Department Name		
Mathematics and Computer Science		
Primary Campus Location (check one)		
Alva ☒	Enid ☐	Woodward ☐

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

The students of the Computer Science Department include Caucasian, Hispanic, Native American, Asian, Dominican Republic American, Pacific Islander American, young men, and young women. They span a wide range of socio-economic backgrounds, political leanings, religious traditions, athletic interests and non-interests and other cultural determinants. They come from across American and around the world and in the CS Department they find a place of acceptance and belonging that quickly includes them in the activities and friendships of other computer science students.

They have one male and one female instructor who have both involved themselves in actively encouraging students to make friends outside their perceived comfort zones. Inclusiveness is key to creating an atmosphere where such a diverse group can form a successful department.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

The Computer Science Club creates opportunities for trust and inclusiveness to do their work. The meetings are informal and yet accomplish much in building social groups and in participating in game programming competitions.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

My syllabi do not mention diversity as such nor are the classes focused on issues. The computer science world is famous for its diversity and those drawn to it are often inclusive by nature. I do watch for bullying (It has never happened) or for anyone being let out and make sure the person becomes an important part of the group. If the group knows that I accept the person and find value within them then they quickly follow suit.

I promote respect for diversity within the classroom by displaying it. I am from a very diverse background. My father was German/Irish, my mother was Cherokee Indian, and that is as mixed a marriage as is possible. My wife's father was English/Cherokee, her mother was Jewish, and we celebrate all aspects of our mixed heritages.

If I as an instructor value the worth of all human beings that becomes obvious to my students as they see me encourage and accept all my students.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

Throughout my life, I have seen many advocate for social justices while not practicing it themselves. I grow weary of those who proudly wear their labels while looking down on others very quickly. I have confronted this when needed and found myself labeled as a radical because of my actions. Right is still right and if we need a reason to do it other than just because it is right then we are hypocrites of the highest order.

Whenever I see someone who might have been left out become a functioning, happy part of whatever group I was working with at the time I feel a great degree of satisfaction.

I advocate for social justice in my field by pushing for handicap accessibility and minority hiring and by treating everyone the same. I still believe in Affirmative Action as a means of establishing justice and leveling the playing field for all.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Please type your responses into the boxes provided.

Campus Coordinator – LS-OKAMP: The OKAMP program provides scholarship money to minority students in Math, Science, and/or Computer Science. Full-time minority students majoring in a STEM (Science, Technology, Engineering, & Math) field. Minorities included are: African American, Hispanic, Native American, 1st Generation students, and Pacific Islanders. Northwestern is one of 11 partner colleges and universities in Oklahoma that participates in this program. The program is funded by a National Science Foundation Grant.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name			
Keenan Meeker			
School/Department Name			
Mathematics Department			
Primary Campus Location (check one)			
Alva	X	Enid	Woodward

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

We treat all students regardless of anything with the same level of respect.
--

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

The university has provided a few programs that allow students to see and experience different cultures.
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Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

When teaching I work to meet every learner where there are and help to bring them into a better understanding and knowledge of the material that they need to know. So that they can become successful students as well as successful community members.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

I do not treat any student differently, that is how I practice inclusion. I also encourage other students to treat students with respect and allow them to learn from each other.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name	
Aaron Place	
School/Department Name	
Natural Science	
Primary Campus Location (check one)	
Alva XX Enid Woodward	

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

Our department is among the most diverse on campus. We have both males and females, Christians, hindus and agnaostics. Furthermore we often discuss diversity issues in our department meetings.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

I sponsor the secular student alliance on campus. I also give public presentations at Enid Pride a LGBT event each year.

I also mention significant female scientists when appropriate

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

I have an open door policy and actively encourage minorities to excel.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

My methods for practicing inclusion include treating all people exactly the same.

I advocate for social justice by talking with students openly about gender, race, religion, and sexual orientation.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty and Staff Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name		
Faculty of Department of Natural Science (specified in parentheses)		
School/Department Name		
Department of Natural Science		
Primary Campus Location (check one)		
☒ Alva	☐ Enid	☐ Woodward

Diversity is referred to as differences among people in a given population that can include, but is not limited to: Ethnicity, Race, Gender, Age, Religion, National Origin, Socio-Economic Vulnerability, Human Capacity and Sexual Orientation.

Category 1

Please list the extra-curricular or professional development activities in which you have participated during this academic year that incorporated or offered a diversity component.

- Summer 2013 Professional development for area teachers of physics and physical science. Priority given to teachers from districts classified as "high need": 20% or greater of student population at or below poverty level <i>and</i> districts not meeting 100% highly qualified status; 31 total participants: 58.1% female, 41.9% male www.nwosu.edu/ToPPS; Sponsoring one follow up session at a female teachers school and another follow up session at a high need (low SES) school. Sponsoring one female teacher and one teacher from a low SES school at the regional Arkansas-Oklahoma-Kansas Association of Physics meeting in El Dorado, KS. (Steve Maier) - Ongoing grant work for Science and Congregations, a community grant to bring to engage congregations and scientists into thoughtful dialogues of the roles science <i>and</i> religion play in human endeavors (Aaron Place, Cynthia Pfeifer-Hill, Jason Wickham) 9/21/2013 Guest presenter at Enid Pride LGBT (Lesbian, Gay, Bisexual and Transsexual) celebration on the importance of diversity in biology and society: http://www.enidlgbtcoalition.org/enid-pride-festival.html (Aaron Place) 2011 – 2014 Registered volunteer and Hut Manager for Alva Girl Scouts. (Steve Maier) - Fall 2013 Heartland BEST Robotics: an outreach engineering program designed to accommodate schools of all SES and students of both genders (Cynthia Pfeifer-Hill, Steve Maier, Jason Wickham; Math Department) - Spring 2014 Regional Science Fair / Local Science Fair judging: a STEM outreach/Service Learning program designed to serve area school districts of all SES and students of both genders; participants, 61.8% female, 38.2% male (Steve Thompson, Steve Maier, Venkata Moorthy)
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Category 2

Please list the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted diversity issues.

- Fall 2013 PHSC 3114 The Creek Runs Red documentary: required laboratory and online discussion of implications of governmental policy and Earth resources in areas of less affluent (low SES) status; discussion of Quapaw land rights associated with the Picher, OK superfund site; discussion of water rights of Native Americans in southeastern Oklahoma (Steve Maier, Jenny Sattler-Enid Campus, Bobette Doerrie-Woodward campus) - Fall 2013 Indigenous peoples discussions: Anasazi and Pueblos constructing cliff dwellings in

sandstone; Pacific Islanders' folk tales of tsunami

- Readings and seminar courses emphasizing global role of science, international interdependence, career guidance for students of all genders (Aaron Place, Steve Thompson, Cynthia Pfeifer-Hill)
- Making available copies of LGBT (Lesbian, Gay, Bisexual and Transsexual) Pride Magazine to faculty and students (Aaron Place)
- 2013/2014 Science major demographics: 181 total (freshman to senior status); 56.9% female, 43.1% male
- 2013/2014 Full time science department faculty demographics: 8 total; 37.5% female, 62.5% male

Further detailed information is available upon request (photographs, syllabi, email correspondence, etc.)

Dr. Aaron Place as a presenter at Enid Pride, 2013:

On The Stage!

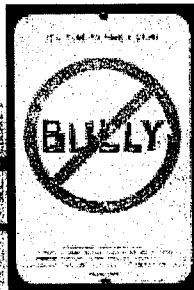
Government Springs

Enid Pride

Sept. 21

12-6 pm

Carry On



3:00pm

Kelby Johnson

Co-star of acclaimed documentary "Bully"



Serious Stanley



Radio Moore



Dr. Aaron Place



His Republic



Kay Sanders

Also Featuring Music, Performance Art, and Inspiration by...



Chris Greed



Wanda



Jerome Briggs



Sara DelaHoya



Suz St. James



Patricia Salina



Presented by:

Enid LGBT
Coalition

enidpride@yahoo.com



Rise De Buren

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name JW Platt/Instructor		
School/Department Name A&S/Social Science		
Primary Campus Location (check one)		
Alva	X	Enid Woodward

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

The nature of our disciplines in the Social Sciences requires acceptance and tolerance. It is a part of our classes every day.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

My field of study is Latin American history. An exotic field like that is all about diversity. I have always felt that one of the most important reasons for student's to take a class in Latin American history is the understanding of other cultures and the role of their history in the development of their culture.

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Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

. Last semester, I had a Mexican-American student in my History of Mexico class. Several times, he came to be after class, and said "Now I understand why my family has always done things the way they do,." or "My grandmother always told me about that, but now I understand why." Those are the kinds of things that show success in diversity understanding.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

In my freshman US History 1493 course, I have always reserved a segment for a lecture and discussion of the Jewish Holocaust. I attempt to relate those events to each of our personal racial and ethnic prejudices, and ask them if there was a reason that Adolph Hitler believed that in the long run, the United State could become his ally.
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Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name		
Jeff McAlpin		
School/Department Name		
Social Science		
Primary Campus Location (check one)		
Alva ☒	Enid ☐	Woodward ☐

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

Our department is responsible for teaching about issues concerning diversity within the disciplines of history, sociology, criminology and political science.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

The classes I teach, Intro to Sociology, Social Problems, Substance Abuse, Juvenile Delinquency, and Criminology all have foreign students who I ask to share their culture with students in class. Racial, religious, and political diversity are all discussed thoroughly during each semester.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

The coursework I teach is all diversity because of my discipline. Vieos, current events/news, etc. are all incorporated to demonstrate the diversity that surrounds us. The internet is used in all of my classes regardless of exclusive online or face to face and allows students to examine the wealth of the diversity issues in that way.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

As a part of my duties as Treatment Director at the Community Service Program at the Bill Johnson Correctional Center I engage with an offender population that is just as diverse racially as the student body at Northwestern. I can also share with students my direct experiences with the diversity of socio-economic backgrounds, education, culture, and religious beliefs I encounter with the offenders in our drug/alcohol treatment program. I always ask foreign students who are enrolled in my classes to describe the differences in lifestyle, culture, etc. in their home countries with students in my classes. I also have professionals in the field share with classes their experiences and needs for understanding diversity issues in the workforce.

NWOSU Diversity Report 2013-2014
School of Professional Studies Documentation

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name Shelly Wells, PhD, MBA, MS, APRN-CNS		
School/Department Name Division of Nursing		
Primary Campus Location (check one)		
Alva	XX	Enid Woodward

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

Diversity awareness and acceptance is demonstrated in the Division of Nursing as is evidenced by the diversity of the student body in the Division of Nursing, as well as the work we do with the various diverse populations in Alva, Enid, Woodward, and Ponca City regions.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

Cultural awareness and competence is a thread of the nursing curriculum that is thread throughout all of the nursing courses of the junior and senior years. In addition, the students work with diverse populations of patients and community members in their clinical and service learning opportunities. The senior students prepared a community assessment that explored the diversity of a specified area and identified resource availability for the area. The entire Division of Nursing attended the 2013 Caring Across Cultures conference presented by Oklahoma City University College of Nursing. The

focus of this seminar was on the culture of poverty.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

The conceptual framework of the Division of Nursing includes cultural competence as a thread. The framework model is displayed on the front page of every nursing syllabus and course objectives and student learning outcomes address cultural competency. In addition to culturally-specific nursing content in the didactic courses, the students care for a diverse group of patients throughout their nursing program.

Every student in the Division of Nursing is held to the Nursing Student Honor Code which is based in part upon the ANA Code of Ethics. It reflects that student behavior is to be respectful of others regardless of cultural, ethnic, socioeconomic backgrounds. Not only does this include patients, but also peers (other students), faculty and staff.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name		
Karen Sue Linstrum, Ph.D., LPC, CRC		
School/Department Name		
Psychology		
Primary Campus Location (check one)		
AlvaX	Enid	Woodward

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How do you demonstrate your understandings of diversity in the community and classroom?

This spring 2014 I am teaching Theories of Psychological Testing. By the very nature of the class, assessments/surveys/questionnaires/check lists are discussed that measure some sort of human cognitive/mental health impairment and/or strength. Validity issues are discussed concerning bias-bias from the assessment itself or from the procedure of administering/scoring/interpreting the assessment.

Individual Counseling Theories: I discuss the history of the psycho-social-bio model of contemplating and/or predicting human behavior. Social constructivism and integration of theoretical concepts are discussed. The global society has more than arrived, and quite frankly, the theories addressing human behavior seems to be lagging behind.

Child Guidance: Developmental theories pertaining to growth and learning are currently under research. Piaget alone cannot answer all the questions asked. Theories on brain development and how the brain actually works continue to add diversity issues to class discussions. Moral Development theories all now ask: can "we" impose "our" values onto other populations? Crimes against humanity and war crimes do still exist.

Counseling Supervised Experience: The micro-skills of counseling lend themselves to research concerning diverse populations. How the counselor sits, crosses leg, shows the sole of the shoe toward the client may result in an insult to the client. The counselor is left trying to figure out why the client did not return.

Category 2 Respecting Diversity Across Campus

Describe the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

Classroom activities include current research reviews from academic journals in graduate classes. Graduate students who attended at least one day of the state level Oklahoma Counseling Association Annual 2014 conference could waive the final exam. I believe going to the conference and attending workshops, meeting other students and counselors is more educational than a final exam. This Feb. 28, 2014 I presented at Oklahoma

Counseling Mid-Winter Conference on Diversity Issues in the Classroom-specifically using the data I collected while teaching Counseling Diverse Populations-a graduate class- at A&M-Texarkana. Undergrads and graduate students: While I am the president of Northwest Oklahoma Counseling Association (Regional branch of OCA), my students are encouraged to present a poster session at our regional seminars. Again, meeting other professionals in the mental health field supports diversity.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity?

I allow students-graduate and undergraduate- to choose their own research topic. I set up discussion section on blackboard for students to interact with each other concerning current events and choice of topic.

I limit student expense by requiring only one textbook, but I supply students with more detailed information via handouts on blackboard. Students are free to choose topic, scholar, subject of their papers, power points, presentations. I make sure students realize that diversity includes physicality, age, learning disabilities, and mental health issues as well as issues of culture, race, nationality, etc.

Example-I allow content from the Holy Bible to part of student's possible submission concerning poetry therapy. I also allow content from all religions.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

Advocating for social justice involves teaching about discrimination and the federal laws that protect diverse populations. IDEA Individuals with Disabilities Education Act 1994- and earlier; Rehabilitation Act of 1973 and its renewals, Civil Rights which began in 1964 and earlier.

Multicultural Counseling-Interaction Plan with 3 levels, level 3 involving actually going to eat with or sharing an afternoon with someone who is different than you. Level 3 involves physical closeness-being seen in public together-sharing a meal.

In Psychology Club- no requirements for membership-no fee-all invited.

Field Experience- also involves physical closeness to those different than you-at food bank, senior citizen center, Homestead, nursing home, develop compassion. etc.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name		
Faculty/Jason Busche		
School/Department Name		
NWOSU/Health and Sport Science Dept.		
Primary Campus Location (check one)		
Alva	X	Enid Woodward

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

Diversity awareness is demonstrated when dealing with students in the classroom, as well as in my office. Within 2 of my classes, we deal specifically with diversity. Elementary School Program has a chapter specific to all types of diversity. Adapted Physical Education deals with the acceptance of diversity throughout the entire class.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

In my Adapted Physical Education class, we had a guest speaker (an adapted physical educator) that talked to the class about diversity and how it relates to the real world dealing with all aspects of disability specialties. The class was also offered an opportunity to attend an adapted physical education session at the wellness center with the guest speaker. She does adapted physical education in the pool 3 days per week. This experience dealing with diverse students has had a dramatic impact on the lives of those who participated. They were not only able to observe, but several actually participated in the pool with the special need students.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

My syllabus has the chapters of diversity outlined and bonus opportunities listed.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

My methods of inclusion are to address any special needs, then make sure the students are taught in the least restrictive environment. This year, all of my diverse students have been taught alongside their peers. I have 1 student that does require having my tests administered via the student learning center.

As for social justice, I make it a point to discuss current topics during class dealing with my profession and what students might encounter as future teachers. I use my experience in the classroom and situations of social justice that I have had to deal with. Students are allowed to elaborate on ways to deal with the same situations.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name Rhonda Cook		
School/Department Name Health and Sports Science Education		
Primary Campus Location (check one)		
Alva	X	Enid Woodward

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

I believe that diversity is of great importance. People from a variety of backgrounds should be accepted by all. At the university level, it is important to be open to understanding of all diverse backgrounds. Everyone should be valued.

Students in 2621 Rhythms and Aquatics have visited Longfellow Elementary School to assist in the teaching of different Folk Dances which teach cultural diversity. These particular activities are learned in the respective class and then shared with local school children in a physical education class. This course also teaches social, ethnic, and race/gender acceptance.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

Cultural Diversity is addressed in 2621 Techniques of Teaching Rhythms and Aquatics. Folk dances from different cultures are introduced and taught. The background of each

of these dances is presented before each dance is taught and performed.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

My syllabus is designed to include all students who may need accommodations, academically as well as physically.

We practice and support diversity across the curriculum by teaching various activities in 2621 Rhythms and Aquatics. The students are introduced to Folk dances from around the world. They participate and learn the La Raspa (Mexican Hat Dance) done with a parachute; Folk dances such as Oh, Johnny! (American); Polka (German); Schottisch (German); and Sicilian Circle (Italian). Tinikling (a dance done with bamboo poles), from the Phillipine Islands, is presented in 2621 Rhythms and Aquatics. Lummi Sticks are also introduced which come from the Native American culture.

All student in my class understand that respect is of utmost importance. We practice and promote respect for diversity with all students.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

I believe that it is important to lead by example. The most effective way to promote diversity is to encourage my peers and students to have that respect for others. I engage my students by having them visit a setting where they will observe different types of diversity.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name	Dr. Steven C. Palmer
School/Department Name	School of Professional Studies/Division of Business
Primary Campus Location (check one)	☐ Alva ☐ Enid ☐ Woodward

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

The Division of Business has a diverse faculty: 9 males/2 females; 8 white/2 black/1 Asian.

All Business Administration and Accounting majors must take MGMT 4343 Cross-Cultural Management as a required course in their major.

One of the Division of Business stated values is Tolerance (The faculty of the Division of Business values unconditional acknowledgment and acceptance of others as persons, regardless of their background, ethnicity, gender or beliefs. Tolerance is the core value for diversity.)

Many of the courses have elements involving diversity. One exercise that students complete in Business, Society & Government (required for all majors) and/or Employment Law teaches diversity through two hiring exercise.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

There are various campus activities that I have supported regarding diversity including Native American and Black History Month speakers and the foreign student association event.

The diversity hiring exercises in classes taught by me.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

In Business, Society & Government classes there are several discussion boards that involve issues of social justice.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name	JOSEPH NNANNA
School/Department Name	DIVISION OF BUSINESS
Primary Campus Location (check one)	
Alva	Enid Woodward

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

In the division of Business, diversity is demonstrated through our hiring process which is comprised of two African Americans & one Asian. Of which 2 are male & 1 is female. Additionally, in our curriculum, we demonstrate diversity through instruction. We offer cross cultural management as a required course for all Business students.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

In the course I teach Cross cultural management, I make it a point to teach, and in some cases, watch videos on other cultures. Additionally, my students are required to write case reports on various cultures ranging from the Asian continent to Africa.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

N/A

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

In my field, inclusion is demonstrated through fairness. The chair always makes it a priority to ensure every member in the department has an input. More importantly the chair seeks our opinion on departmental issues.

In the classroom, I try to make the atmosphere open so students are free to add value by speaking up. In the case where students don't speak up, I take the extra step by counseling them after class.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwsu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name William David Hawkins		
School/Department Name NWOSU - Division of Business		
Primary Campus Location (check one) Alva Enid Woodward		

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Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

Discussion about inclusion of all students, ADA compliance with building structure and requirements to move class meeting sites to other buildings/rooms, test procedures, etc. are discussed during faculty meetings.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

Course content has emphasized and distinguished differences between male and female business owners and managers. Characteristics of each gender were identified along with how those traits benefit an organization. A diverse workforce requires a diverse management team as well as a diverse psychological approach to manage individuals. Team activities among students enrolled in courses involved having each student take a lead for team requirements.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for

diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

Course syllabus has the required statements for ADA compliance and an open policy that all students shall provide comments and a contribution to class discussion that is positive, provides thoughtful input and promotes the topics for the course. Each student is required to participate in class discussion throughout the course and each student is personally called upon on a rotating basis for input and class participation.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

Criteria for success in the business environment is controlled by solid, time proven business practices that are applied equally and consistently across all demographics without any regard to gender, lifestyle, religious beliefs, nationality, ethnicity, etc. Opportunities and other lack of economic development are identified in specific geographic territories with an analysis and critical review of changes needing to be made so as to develop jobs, provide products and services to citizens, and improve a community's economic position.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name			
Dr. Jerry Gustafson			
School/Department Name			
Division of Business			
Primary Campus Location (check one)			
Alva	Enid	X	Woodward

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

In the Division of Business we have hired a very diverse faculty.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

I personally have attended the Native American and Black History Month programs on the Enid Campus.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

N/A since Personal Finance and/or Business Math is nondiscriminatory.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

I encourage all types of people to guard their credit and use sound financial principles.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr.

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name		
Mark Sneary		
School/Department Name		
NWOSU/Alva-Agricultural Education		
Primary Campus Location (check one)		
Alva ☒	Enid ☐	Woodward ☐

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

Agriculture Education is most of the time stereotyped as white male farmers that teach this course or subject matter. The reality is that no matter the race, color, or gender, social status, or cultural characteristics agriculture is involved. The Agriculture Education students hosted the NWOSU interscholastic contest on April 3rd & 4th with no bias toward color, race, or cultural heritage. We had approximately 426 students from across Northwest Oklahoma participate and they represented different gender, race, age, and social class.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

I believe we have to be more respectful to the language barriers today than ever before. Even within agriculture we find more and more workers of different culture, race, or language. Even though students do not like taking a foreign language class I believe it is more important than ever before. I have had students work various livestock shows and the one that comes to mind is the boy who showed a hog and was in a wheel chair and one of my students had to assist the student in the show ring. We also see a large variation in the economic level at livestock shows.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

In Intro to Agriculture Education 3203 I taught the unit on diversity out of Foundations of Agricultural Education book by Talbert/Vaughn/Croom/Lee. I wanted the students to understand how diversity will affect their programs once they begin teaching. I emphasized the importance of multicultural education and how every student should have a equal opportunity to learn in school. A major goal of multicultural education is the improvement of academic achievement for all students. Just like the stereotype that all vocational agricultural teachers are white males, here at Northwestern we have several females in the program as well.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

The Agricultural Education students and I spent two days at the State FFA Convention in Oklahoma City. We spoke to over 200 high school students without regard to race, culture, or gender. This activity made a huge impact on these future agricultural education teachers, and they can actually see poverty as being a culture. We also discuss diversity when our agriculture education students do observation in different schools. We had a young lady do her student teaching in Guthrie several semesters ago and what an eye opening experience this was for her. She relayed to us that what she had received in class about diversity helped her in adjusting to what teaching was like in these diverse areas. She now teaches in Cushing and I feel her diverse setting at Guthrie has made her a better teacher.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name					
Mindi Clark					
School/Department Name					
School of Professional Studies/Agriculture					
Primary Campus Location (check one)					
Alva	☒	Enid	☐	Woodward	☐

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

I attend numerous profession meetings each year, including those for the American Association for Agricultural Education, the National Association for Agricultural Education, Oklahoma Association for Teacher Candidate Preparation, Oklahoma Association for Career and Technical Education, and the Oklahoma Agricultural Education Teacher's Association. As such, diversity is a topic addressed in the meetings; thus, this activity is a major learning opportunity for me. I also attend professional development opportunities on campus, and this year, I was able to attend Dr. Mark Taylor's workshop on meeting the needs of today's learner, which addressed diversity. The learning opportunities mentioned allow me to demonstrate a better understanding and more respect in my community and on campus.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

Agricultural Education in Oklahoma is dominated by male teachers as less than 10% are female. As a female faculty member in agricultural education, I work to promote diversity within the profession and work to empower female agricultural education majors at Northwestern Oklahoma State University. This is a topic that is discussed in my AGED 3103 class each fall. I also assign a unit called "The Diverse Learner" in my 3103 class that requires students to write a paper reflecting their understanding of diversity and their appreciation for diversity.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

My syllabi contain a diversity statement as well as a disability statement so students will feel comfortable and know that diverse issues will not hinder their performance in my classroom. My students know on the first day that we all will respect each other and celebrate the differences each person brings to the class. I have specific assignments related to diversity. I stress that it is important to understand that diversity comes in many forms, not just ethnicity or gender, and that all forms should be understood, and we should work to foster them. Further, I follow a constructivist philosophy in my MCAG 3222 course and allow students to create welding projects based on their own creativity.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

I devote a unit called "The Diverse Learner" to my AGED 3103 class and require students to write a paper discussing diversity in the classroom. This assignment encourages greater engagement from students as future professionals and helps students to see diversity from a broad spectrum as many do not understand how broad the topic of diversity is. Mutual respect is something I practice and encourage my students to practice as well, which will impact the profession of agricultural education. By doing this, I feel social justice is promoted. Outside of class, I continue to promote mutual respect among others.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwsu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name	Dean Scarbrough
School/Department Name	Agriculture Department
Primary Campus Location (check one)	
Alva ☒ Enid Woodward	

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

- In-class discussions
 - Promoted diversity-related discussion during class periods.
 - Examples of country-related issues this year have included discussions of animal genetics in Great Britain, and measurement systems (metric) used in Canada and European countries.
 - Examples of regional issues (U.S.) have included discussions about differing cattle management procedures employed in the Southeast, Southwest, Midwest, and Southern Great Plains regions of the U.S.
 - Included diversity-related content in agriculture lecture content such as:
 - Discussion and data describing crop and animal production in various countries (especially India, China, and the European Union)
 - Animal breed development in various parts of the world
 - Use of standard and metric weight units to characterize feeds and commodities in different countries
- Ensured that all students felt welcome to participate in Agriculture-related student organizations.
 - Students involved in the Aggie Club represent a diverse group based on gender, financial background, and physical ability.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

- Assisted in recruiting new students to Northwestern from various and diverse backgrounds. These included:
 - Economically underprivileged students
 - Students from foreign countries (Nepal etc.)
 - Male and female students
- Assisted non-traditional students with re-admission to the University and completion of their degrees

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name	Beverly Warden
School/Department Name	School of Professional Studies/Educ. Div.
Primary Campus Location (check one)	
☒ <i>Alva</i>	☐ Enid ☐ Woodward

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

Diversity is incorporated into each of the EDUC courses. The syllabi includes our Diversity Statement: *"The Teacher Education Unit is committed to creating and maintaining a mutually respectful environment that recognizes, invites, and celebrates diversity among all students, candidates, faculty, and staff. NWOSU values human differences as an asset; works to sustain a culture that reflects the interests, contributions, and perspectives of members of diverse groups; and delivers educational opportunities to meet the needs of diverse audiences. The Unit also seeks to instill these values and skills to encourage leadership and service in a global and multicultural society."* The syllabus is review at the beginning of each semester.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

In the course of the academic year, I share information learned at conferences to both undergraduate and graduate candidate and regularly hold discussions regarding diverse students in education when pertinent to the courses I teach. I also offer incentives to candidates who attend/participate in events on campus related to diversity.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for

diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

The general approach to exploring and understanding diversity in my classroom is to integrate the components of diversity into the academic topics. Each syllabus includes the diversity statement of the Division of Education which is reviewed at the beginning of each semester. The Socratic method is my preference when working with candidates. I have found it to be more successful when candidates have the opportunity to ponder the aspects of diversity and share their thoughts with classmates. My personal avenue for promoting diversity is to show respect to each individual regardless of their background.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

I believe that one must lead by example. Throughout my professional and personal interaction with others, I demonstrate respect and acceptance of individual differences. At each opportunity, I try to learn more about individual backgrounds.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name Dr. Mary Ellen Nutter		
School/Department Name Professional Studies/ Education Division		
Primary Campus Location (check one)		
Alva	Enid	Woodward

NWOSU Teacher Education Faculty (TEF) accept and embrace NCATE's definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

What do you believe or value in relation to diversity? Describe activities in which you engage that provide evidence of how you continue to foster your understandings of social, community, campus, student, and/or classroom diversity concepts and issues.

1. In my classes, we discuss students with exceptionalities, students with cultural & socioeconomic differences, and students learning differences as being considered diverse.
2. In the SPED core classes I teach, I have in-class activities and discussion on students with exceptionalities and students and families with cultural and language differences. I offer bonus points if teacher candidates participate in campus or community events.

Category 2 Respecting Diversity Across Campus

Describe the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted or celebrated diversity issues.

I encourage the teacher candidates to participate in campus events such World Dinner and participate in community activities such as Special Olympics. I encourage the SPED majors to volunteer to monitor state testing at the local schools. Each semester I invite a guest speaker to discuss the culture of the Deaf community and I encourage the SPED majors to enroll in the ASL course.

Category 3 Diversity in the Classroom

What is your general approach to exploring and understanding diversity in the classroom? How is your syllabus designed to reflect diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity?

1. We discuss specific strategies to incorporate every student into the class community.
2. My syllabus contains competencies, standards and goals that address respect for all students including students with disabilities, cultural and linguistic differences. I include the Diversity Statement in my syllabus.
3. I use several different instruction styles such as lecture, hands-on activities and group activities in order to accommodate learning styles of all students including students with disabilities.
4. I promote respect for diversity through class discussion, activities, guest speakers and modeling.

Category 4 Pursuing Diversity

Describe the methods in which you encourage diversity by including, promoting, and recruiting others to practice inclusion and respect for difference? How do you advocate for greater engagement among professionals in regard to diverse students and how do you promote social justice?

1. I have been worked on 'Standard 4 Diversity' for NCATE and promote diversity in all facets of my teaching of special education majors.
 2. My dissertation subject dealt with inclusive practices of students with diverse and linguistic differences with general education teacher candidates, therefore, I will be able to promote diversity more effectively in the future.

3. I advocated for an ASL class to be taught on the Enid campus by the Enid Public School District's Deaf/Hearing Impaired instructor. The class was offered Spring 2013 and is on the schedule for Summer & Fall 2013 semesters.
4. I volunteer at the Oklahoma State Special Olympics in Stillwater.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name		
Dr. Martie Young		
School/Department Name		
Education Division		
Primary Campus Location (check one)		
Alva	Enid X	Woodward

NWOSU Teacher Education Faculty (TEF) accept and embrace NCATE's definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

What do you believe or value in relation to diversity? Describe activities in which you engage that provide evidence of how you continue to foster your understandings of social, community, campus, student, and/or classroom diversity concepts and issues.

Our country is one comprised of indigenous peoples who themselves or whose ancestors arrived as immigrants from other countries. The population will continue to grow more diverse into the near future bringing new changes in language, values, and ideas. We must provide an environment for our future educators that values diversity and portrays it positively. All children should have educational and vocational options. Educators have the responsibility to all children to allow such freedoms that encourage students to contribute to and benefit from our society. As models for these new educators, we must promote, through our actions and beliefs, the integration of multicultural education throughout the curriculum. I definitely work to help my students see the value of these actions.

Category 2 Respecting Diversity Across Campus

Describe the types of university, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or highlighted or celebrated diversity issues.

- Diverse placements in student teaching and field experiences
- Students give power point presentations to peers and PK-12 students
- Guest speakers in all classes
- Sponsor activities to immerse students into diverse settings and activities

Category 3 Diversity in the Classroom

What is your general approach to exploring and understanding diversity in the classroom? How is your syllabus designed to reflect diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity?

My classes are always open for honest discussion and reflection, as well as encouraging being open minded in beliefs. My students study varying beliefs about cultures, religions, and race but also focus on other areas such as learning styles, teaching styles, and disabilities and abilities. I encourage each student to feel safe to discuss personal backgrounds with me and their peers to help awareness and gain strategies for the classroom. I stress acceptance for all areas of diversity. My syllabi reflect our university's diversity statement.

Category 4 Pursuing Diversity

Describe the methods in which you encourage diversity by including, promoting, and recruiting others to practice inclusion and respect for difference? How do you advocate for greater engagement among professionals in regard to diverse students and how do you promote social justice?

- Took students to Oklahoma Special Olympics to volunteer
- Took students to SOEA's Outreach to Teach to volunteer at an urban school near Oklahoma City.
- Assigned Student Teachers' lesson plans to reflect adaptations for differing cultures, abilities, and learning styles
- Students to Atlanta, GA to NEA-Student Program Leadership conference to volunteer in refurbishing an inner-urban school.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name Jen Oswald		
School/Department Name Division of Education		
Primary Campus Location (check one)		
Alva X	Enid	Woodward

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

Diversity is part of our standards, curriculum, and daily practice. As educators we serve as models for our teacher candidates.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

Classroom activities to illustrate diversity – experiencing learning differences, especially related to reading and writing; diversity celebration activities for early childhood classes. My teacher candidates are required to tutor diverse students in EDUC4413 Diagnosis and Correction of Reading Problems. This semester we had a heavy focus on reading and literacy strategies for ELL learners and cultural sensitivity due to the diverse student population being served by my candidates.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

My syllabi contain the university's mission and diversity statements. I employ instructional methods for different types of learners. We especially focus on hands-on activities in my early childhood classes. Every learner is different. I am very aware that I model for my students daily. Everyone is able to contribute something to our classroom climate.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

The practice of inclusion is extremely important in the education division. It is included in all lesson plans our candidates complete and in nearly every course they take. We discuss social justice through literature circles in EDUC3313 Children's Literature.

NWOSU Diversity Report 2013-2014

Staff Documentation

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name Dennis Angle PhD
School/Department Name Title III
Primary Campus Location (check one) Alva ☒ Enid ☐ Woodward ☐

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

The Title III staff decided this semester to post "Safe Zone" signs outside and inside our office so that students, staff, faculty, administration, visitors know that we are allies with anyone who identifies themselves with the GLBTQIA community. Our office has diversity posters and artwork.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

Our office has participated in diversity training and have chosen diversity webinars to watch.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A).

N/A

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

The "Safe Zone" signs on and within our office are the new manner in which we advocate for social justice.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name Kaylyn Hansen		
School/Department Name Student Life and Counseling		
Primary Campus Location (check one)		
Alva ☒	Enid ☐	Woodward ☐

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

Campus Title IX Investigator Training & Certification Course

Webinar: Increasing the Academic Achievement of Minority Males

2013 Annual Oklahoma Suicide Prevention Conference

OCHE Conference: Eating Disorders: Diagnosis, Treatment, Neurobiology, Nutrition and Ethics.

Diversity Training Information for NWOSU

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

Freshman Orientation/Transfer Orientation: I set up the packets for the orientation day, as we split each student into groups. We have our NSA and Ranger Connectors in attendance to help lead the groups around the campus to discuss various aspects about the university including opportunities to become involved in diverse activities on campus.

Residence Hall Orientation: We have each residence hall meet at the beginning of every year with a panel of staff members to introduce ourselves. We inform them of their options on campus and how they can become involved in their residence halls as well as the larger campus community.

Awareness for National Child Abuse Awareness Month: Tied a blue ribbon on a tree

in the middle of campus. We sent out an email to students on child abuse statistics and prevention information.

Sexual Assault Seminar: A large seminar was put on for all students regarding sexual assault prevention and statistics.

Alcohol Awareness Seminar: This year we brought in Life of An Athlete to speak about how alcohol affects the university community for all students.

Ranger Connection Peer Leader Training: We train our Ranger Connection Peer Leaders on how to interact with a diverse group of students in and out of the classroom environment.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

Ranger Connection: Ranger Connection: Each teacher is expected to talk about diversity as a topic. Students are encouraged to embrace diversity and always strive to learn more from it.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

As a school counselor, I strive to attend all diversity workshops held on campus. I also strive to attend professional workshops when feasible to become educated on various topics regarding a diverse student population.

As the director of student life, I strive to work closely with the Student Government Association to provide activities that would interest all students. We try to provide different types of activities throughout the year to gain the participation of a diverse group of students.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name Benjamyn Eastes		
School/Department Name Financial Aid		
Primary Campus Location (check one)		
☒ Alva	☐ Enid	☐ Woodward

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

Every day in the financial aid office we speak with and assist a diverse population of students with a wide range of questions dealing with financial assistance. It is important for us to understand the difference in each individual student's situation and adapt to provide the student with the best service possible.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

In the financial aid office we strive on a daily basis to apply an understanding and acceptance of a student's diverse situation whether it is ethnicity, race, gender, age, exceptionalities, religion, national origin, languages, socio-economic status, and/or sexual orientation to provide them with the best service. The financial aid office works within the university's and the federal government's regulation on what information and financial assistance is available. It is important to work with the student so they can understand and receive the correct information.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

N/A

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

A strong connection with the student through clear and personal contact insures that the student is included in awarding and acceptance of financial aid. The financial aid office acts as a bridge for students to find financial assistance for continuing education. The opportunity for personal and social advancement that continuing education allows means that the student can gain knowledge and experience that will propel them forward no matter what their beginning. This generates social equality and justice that may have not been available without higher education.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name Joanne Prewett
School/Department Name Academic Success Center
Primary Campus Location (check one) Alva ☒ Enid ☐ Woodward ☐

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

The Academic Success Center provides a study area with a staff of peer tutors for all students at the university. Students who come to the Center are diverse in many ways, including socio-economic status, age, race, culture or national origin, physical ability, and learning styles.

The student staff is also diverse in age, gender, and national origin. They are trained to work with students in the Center without regard to differences.

Accessibility: The Academic Success Center is handicapped accessible, and we have software available for use by the visually & aurally handicapped, those with dyslexia, and those with limited use of their hands.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

We addressed diversity, especially as it relates to tutoring, in training.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

N/A

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

N/A

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name		
Brooke Taylor		
School/Department Name		
Office of Assessment and Institutional Effectiveness		
Primary Campus Location (check one)		
Alva ☒	Enid ☐	Woodward ☐

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

The Office of Assessment and Institutional Effectiveness exemplifies diversity awareness by making a point to respect one another's beliefs, backgrounds and personal experiences. After working together on a daily basis for several months now, it's easy to see that each of the employees in this office have different backgrounds, beliefs, and interests. We have all shared experiences we've gone through and in conversation it is evident there is a respect among all three of the employees in this department regarding the differences of our lives.

After traveling overseas several times throughout the past 10 years, I have come to value and appreciate people from different cultures. I was very excited when Sadik Malik, an international student from Ghana, inquired about a position for work study. The Office of Assessment Assistant, Sarah Coufal, and I have both enjoyed getting to hear about his culture and learn from him.

Not only is there diversity within this office, but we also see situations in which we must accommodate diversity among the different campuses at NWOSU. When administering the mid-level exams on Assessment Day, this office, with the help of the mid-level exam proctors, was able to assist non-traditional students by arranging alternative dates and times on a case-by-case basis for each of these students to complete their mid-level exam without conflicting with their work schedules. The Office of Assessment and Institutional Effectiveness understands age and geographical location are two types of diversity that we will need to accommodate for situations like these.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

Sadik Malik, a work study student in this office, participated in the Festival of Cultures this year. I was unable to attend due to a conflicting class, but showed support by encouraging him as he prepared to perform that evening. I attended the Spanish Club Salsa Contest that was held to celebrate the upcoming Cinco de Mayo. I have attended several athletic events (football, basketball, and baseball games) in the past year and went to Godspell in order to support the NWOSU theatre students. I also assisted with PLC interviews and experienced a wide array of diverse incoming freshman who differed in areas ranging from beliefs, race, religious and spiritual identity, socio-economic status, geographical location and more. In addition to these events, I have also spent some time looking over the diversity training PowerPoint that was posted on blackboard and have encouraged the Assessment Office Assistant, Sarah Coufal, to do the same.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

N/A

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

The Office of Assessment and Institutional Effectiveness practices inclusion in the office by fostering a respectful environment. When employees feel they/their work is valued, I believed they are more likely to work up to their full potential. It is my goal to encourage this type of work environment to all individuals no matter the race, religion, age, gender, etc. When referring to social justice campus wide, this office practices inclusion by allowing all students to participate in activities, surveys, etc. There are specific assessments that are designed to measure certain classifications, majors, etc., but aside from meeting the criteria for these assessments, students are not included/excluded based on diversity.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu



NORTHWESTERN OKLAHOMA
STATE UNIVERSITY

Libraries

2013-2014
DIVERSITY REPORT

April 2013

Celebrate
National Poetry Month

Alva Campus Library
celebrated
National Poetry Month with a
"Create Your Own" board

April 2013

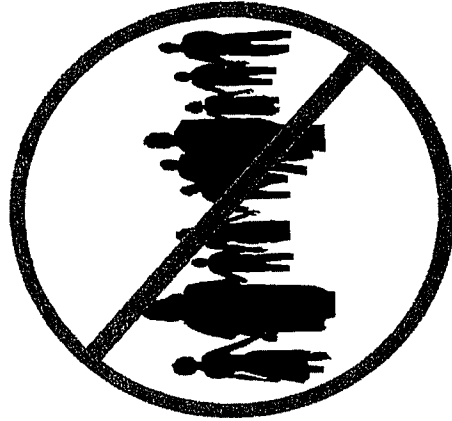
Medieval and
Renaissance Faire



April 2013

The Oakton campus library became a "zombie free" zone during the annual game of Humans vs. Zombies (HvZ).

ZOMBIE



FREE ZONE!

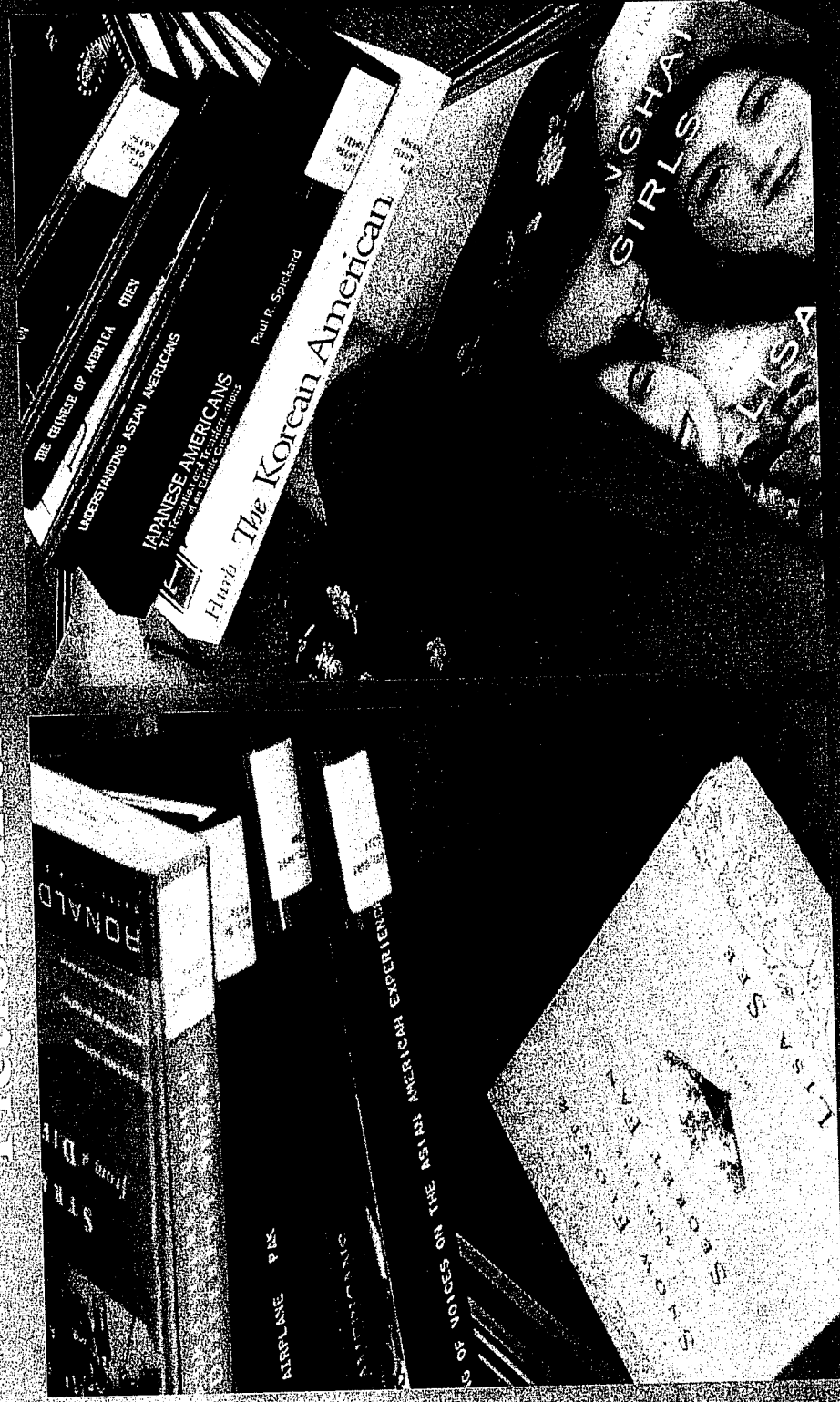


ARE YOU READY FOR A ZOMBIE ATTACK

May 2013

Asian American and Pacific Islander Heritage Month

Fiction and Non-fiction

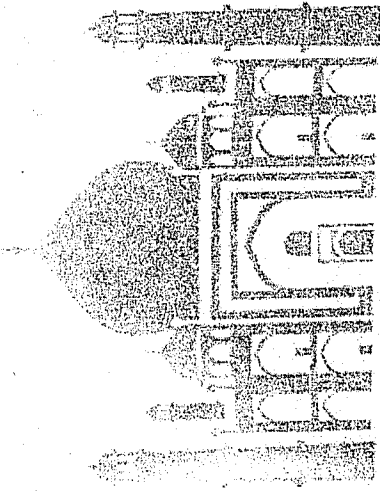
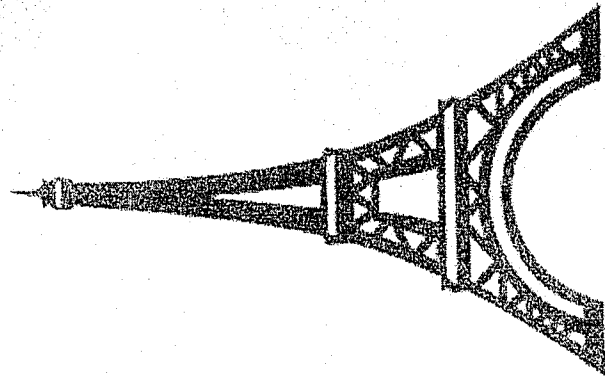


June-July 2013

Highlighting International Authors

Read around

WORLD



*international
authors*

August 2013

What is a Graphic Novel?



AMERICAN
PLENOR

ONE /
HUNDRED /
DEMONS

What's graphic novel?

741.5

100



September 2013

...ing. ... discover ... what ... you're ... missing. ...

**READ
BANNED
BOOKS**

BANNED BOOKS WEEK

September 2013

Study Abroad - Italy and Spain

[HTTP://WWW.NWOSU.EDU/
STUDY-ABROAD-PROGRAM](http://www.nwosu.edu/study-abroad-program)

STUDY ABROAD

MAY 13-26
2014

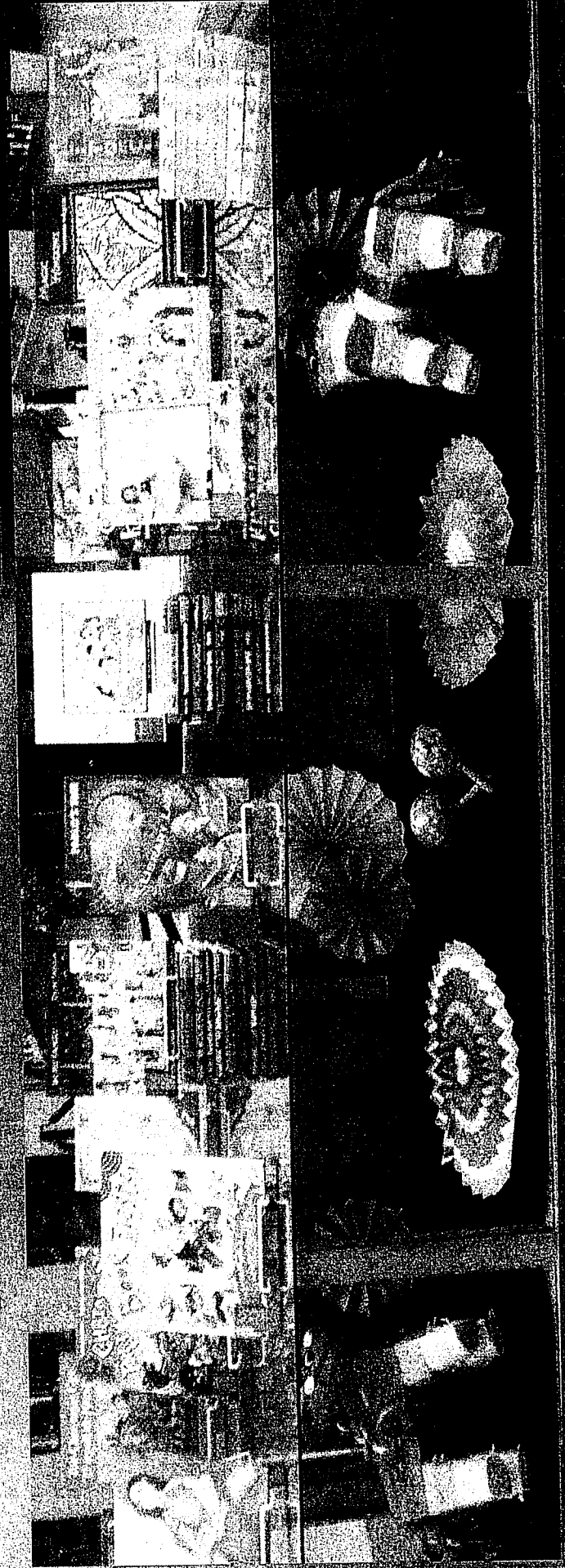
THE
BEST TRAP
YOU'LL EVER
TAKE STARTS
WITH THIS
POSTER



October 2013

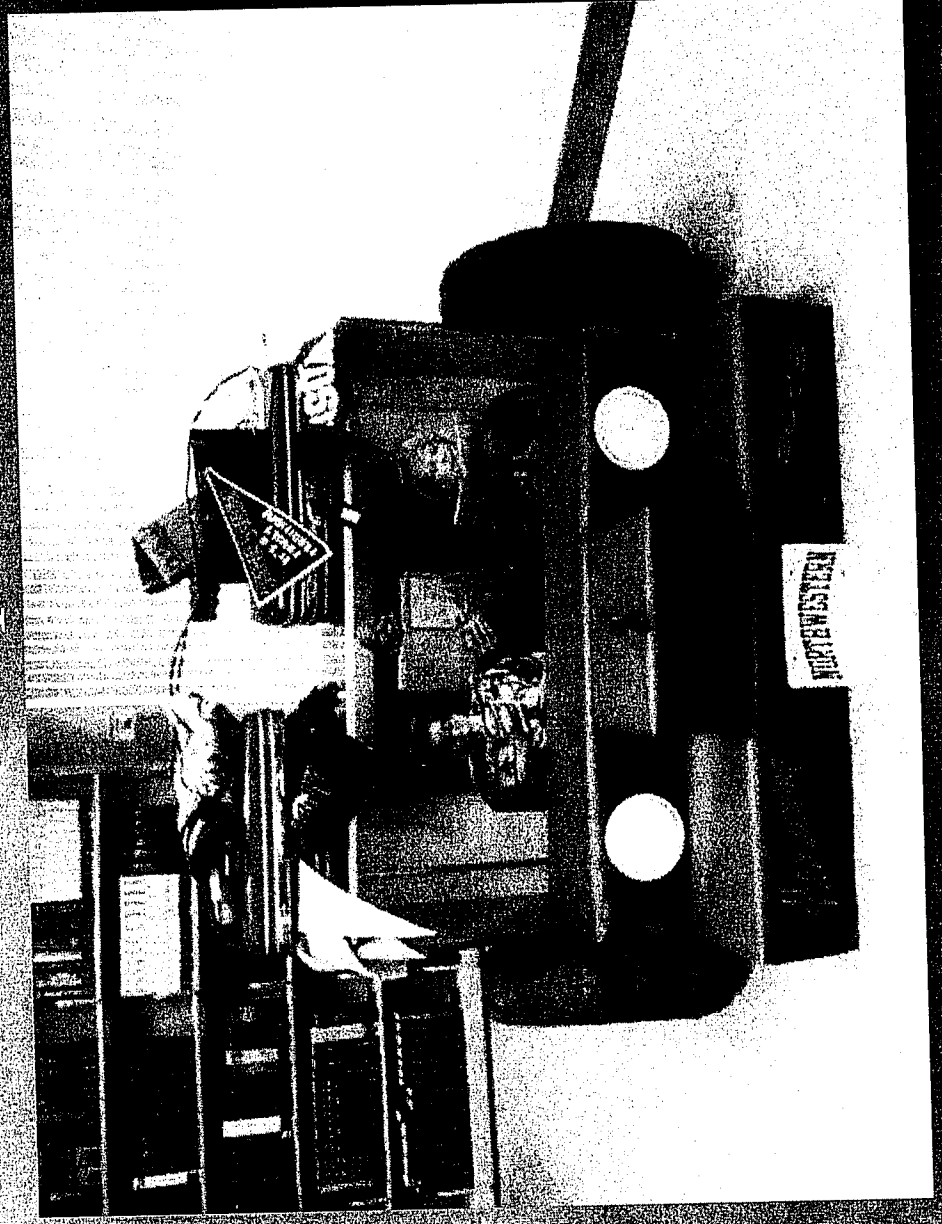
Celebrating
Hispanic Heritage Month
Through
Juvenile Literature

Celebrating
Hispanic Heritage Month
Through
Juvenile Literature



October 2013

Award Winning Homecoming Display Enid Campus Library



October 2013

Award Winning Homecoming Display

Alva Campus Library



November 2013

NATIVE AMERICAN

Timeline of Native American Literature

HERITAGE MONTH

November 2013

Enid Campus Library Native American Heritage Month



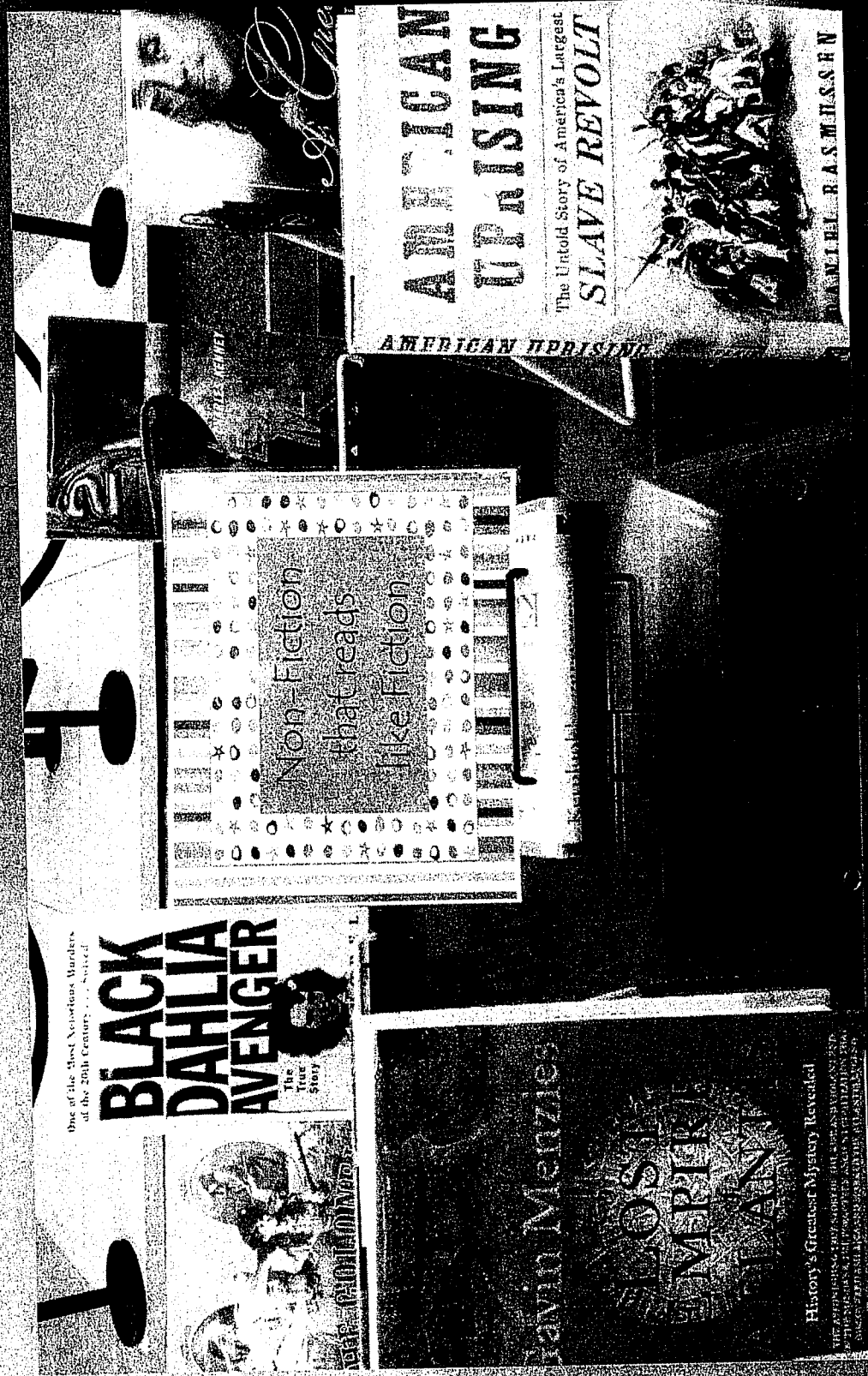
December 2013

Discover Paraguay Through our eBook Collection



January 2014

Non-Fiction That Reads Like Fiction



February 2014

Leadership and Entrepreneurs: Creating A Prosperous Culture of Success

LEADERSHIP AND ENTREPRENEURS:

CREATING A PROSPEROUS CULTURE OF SUCCESS

February 20th and 21st 2014

The seminar is focused on the importance of success at the Northwest California State University campus.

"It's hard to pick which ideas I had the most helpful because I found the entire seminar to be enlightening and wonderful. I enjoyed all the points that the speakers touched on and believe that it will take all of these ideas to be a successful business owner. I feel a lot more secure knowing how many of these business owners had failed in the beginning. This gives me the hope I can succeed so right the odds and overcome. I am very grateful to the speakers and have learned a lot from this seminar."

—David, Founder, Student Enterprise

INVOUS-End Campus, 2929 E. Randolph, room 218.

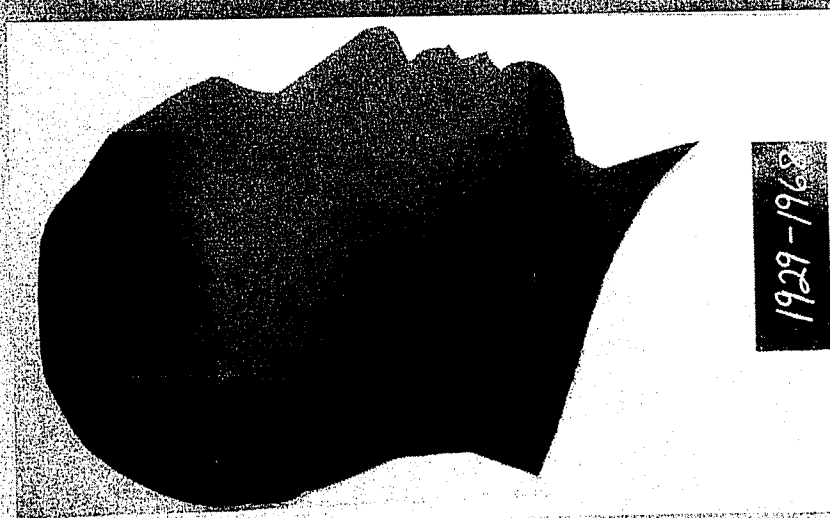
The seminar is scheduled from 1:30 Thursday and 8:30 Friday.

Participants are free to attend any or all sessions.

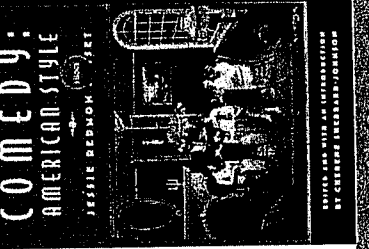
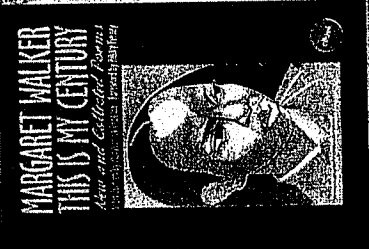
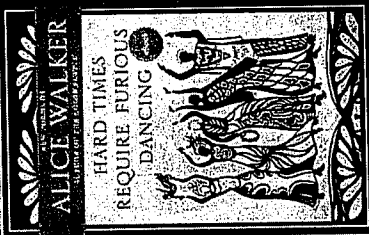
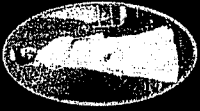


February 2014

Dr. Martin Luther King, Jr. and the Civil Rights Movement



March 2014

DOMESTIC ALLEGORIES
of
POLITICAL DESIRE

The Flat Hovio's Ten

CLAUDE TATE

FORWORD BY BILL CONDA
Discover and Celebrate African-American Women Writers



Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name	Jaunita Noble	
School/Department Name	NWOSU / Upward Bound Projects	
Primary Campus Location (check one)		
Alva	X	Enid Woodward

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

Our high school Upward Bound programs are designed to help youth in 9-12th grade. We provide academic, social and cultural experiences throughout their four years of participation. We strive to create collaborative partnerships among Northwestern Oklahoma State University staff, community organizations, and Upward Bound students through programs, activities and events that develop students' professional skills, individual creativity, personal excellence and social awareness.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

The Upward Bound program continues to share cultural opportunities. For example, we have taken our students on various trips such as San Antonio, Denver, Kansas City, San Diego and Boston. We provide trips to museums, musical / theatre productions, or any places of historic significance like the Alamo. We also introduce our students to a variety of ethnic food while learning about many cultures.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

N/A

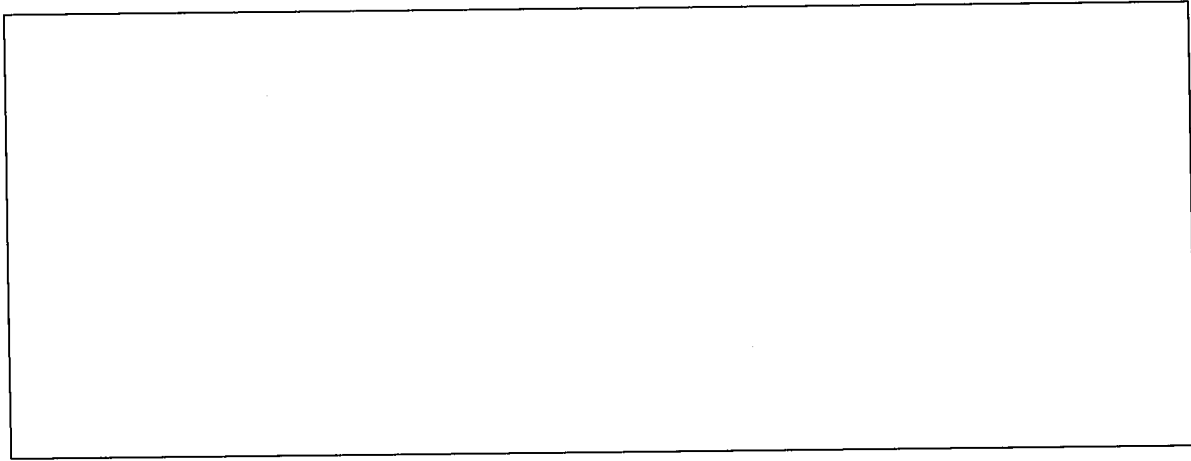
Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

We provide many speakers that share information concerning topics related to social justice. For example, we invited Kirk Smalley with "Stand for the Silent" to speak against bullying. Kirk has spoken across the Nation and has started anti-bullying campaigns in the U.S. and outside our country.

We also had Brian White, "Heisman Trophy Award Winner" from OU to speak on how to reach goals and be a person with strong morals and values.

Our program is dedicated to teaching our students lessons about social justice. We are constantly working as mentors and guiding our students to make positive choices that include a future with post-secondary education.



Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name Dr. Deena Fisher		
School/Department Name Northwestern Oklahoma State University—Woodward Campus		
Primary Campus Location (check one)		
Alva	Enid	<u>Woodward</u>

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

Dr. Deena Fisher, Dean of the Woodward Campus, is very active in statewide organizations, where growing diversity needs, materials, and resources are obtained and practiced on the Woodward Campus.

- Dr. Fisher is on the Board of Directors of the Oklahoma Historical Society, Advisory Board Member of the Commission on the Status of Women for the State of Oklahoma, and a Citizen Advisory Board Member of William S. Key Correctional Institution.
- Dr. Fisher was selected and inducted into the Circle of Excellence by *The Journal Record* as "50 Making a Difference – Woman of the Year".
- Dr. Fisher is a Leadership Oklahoma graduate, which is a statewide leadership program. The program is designed to be a series of issue-oriented forums and experiences, which are based on the belief that knowledge is a key element and prime motivator of leadership. The class included the following topics: Tribal Government & Environment, Military Issues, Criminal Justice, and Health and Human Services.

The Woodward Campus continues to foster diversity through social, community, campus, student, and classroom diversity opportunities. Events held on the Woodward Campus open to students and the community include:

- Book Club Series: "Let's Talk About It, Oklahoma" (Topic: Civil War Discussion)
- Displays on Constitution Day, Hispanic Heritage Month, Veteran's Day, Native American Heritage Month, Black History, Women's History Month, and OKC

- Heritage Celebration Lecture Series – Hosted at Woodward Campus Minoma Littlehawk-Sills for Native American Heritage Month (Canceled due to Lecturer's Illness and Leah Craig for Women's History Month)
- Campus Activities – Fall Picnic, Salsa Tasting, Holiday Buffet, Welcome Back Taco Soup, and Spring Picnic
- Concert performed by NWOSU Choir with a diverse music program.
- OBI Blood Drive – Fall (September 18–19) and Spring (March 5–6)
- Partnership to host Human Trafficking Seminar (January 30)
- Hosted Small Business Workshops sponsored by Oklahoma Small Business Development Center
- Hosted Thanksgiving Community Food Drive in conjunction with SWAT (November 1–22)
- Hosted Health Fair (October 8) and Flu Shot Clinic (October 21)
- Hosted Regional Academic Competition

Northwestern students participated on behalf of Northwestern in the following community events:

- Western Plains Youth and Family Services "Run for Shelter"
- Woodward United Fund Drive
- Woodward Chamber of Commerce Meetings
- K101 Expo (April 4–6)

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

Dr. Deena Fisher and Kristin Mravinec of the Woodward Campus are both members of the Northwestern Oklahoma State University Heritage Celebration Committee that plans and promotes the Heritage Celebration Series. Each month is marked by a campus display and presentations which include the following:

Native American Indian and Alaska Native Heritage Month table display offering books, magazines, articles, resources, and suggested readings and activities highlighting important historical figures.

Hispanic Heritage Month table display offering books, magazines, articles, resources, and suggested readings and activities about Hispanic Heritage, including a salsa tasting and a piñata breaking event in conjunction with the Elementary Spanish class taught by Dr. Martinez.

Martin Luther King, Jr. Day table display offering books, magazines, articles, resources, and suggested readings and activities about Martin Luther King, Jr.

Black History Month table display offering books, magazines, articles, resources, and suggested readings and activities highlighting important historical figures for Black History Month.

Women's History Month table display offering books, magazines, articles, resources, and suggested readings and activities highlighting important historical figures for Women's History Month.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

In each of Dr. Fisher's classes, diversity is woven into the fabric of the class. Examples: History 3123 Oklahoma History and Government and Political Science 1113 American Government and Politics, and the syllabi states under the "Competencies/Standards/Goals" that students will be proficient in evaluating the U.S. and the world as a multi-racial and multi-cultural society. (History Goal #4).

Adjunct Instructors Karen Ansley and Kristin Mravinec teach University 1101 Ranger Connection, which cover aspects of diversity throughout the semester. It encourages students to participate in Campus Activities and Events that celebrate diversity, including sections on how to deal with stress, STD's and health issues, and sexual assault awareness.

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

We continue to host activities that are available to both our students and surrounding communities throughout the school year to promote social justice and engagement in diversity for our students, faculty, staff, alumni, and community.

Our campus continues to help the Dean of Student Affairs with American Disability Act Services on the Woodward Campus.

We constantly offer and administer placement and residual ACT tests on the Woodward Campus.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwsu.edu

Northwestern Oklahoma State University United Fund Hot Dog & Chili Fundraiser

Wednesday, October 16

11:00AM-1:00PM and 5:00PM-7:00PM

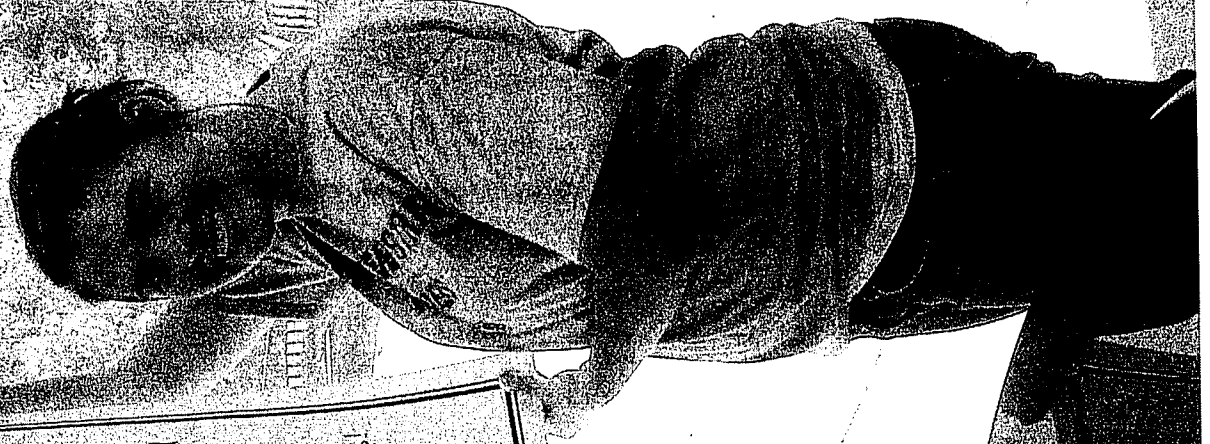
Proceeds Benefit United Fund

Cost: Donation Only

Location: Commons Area

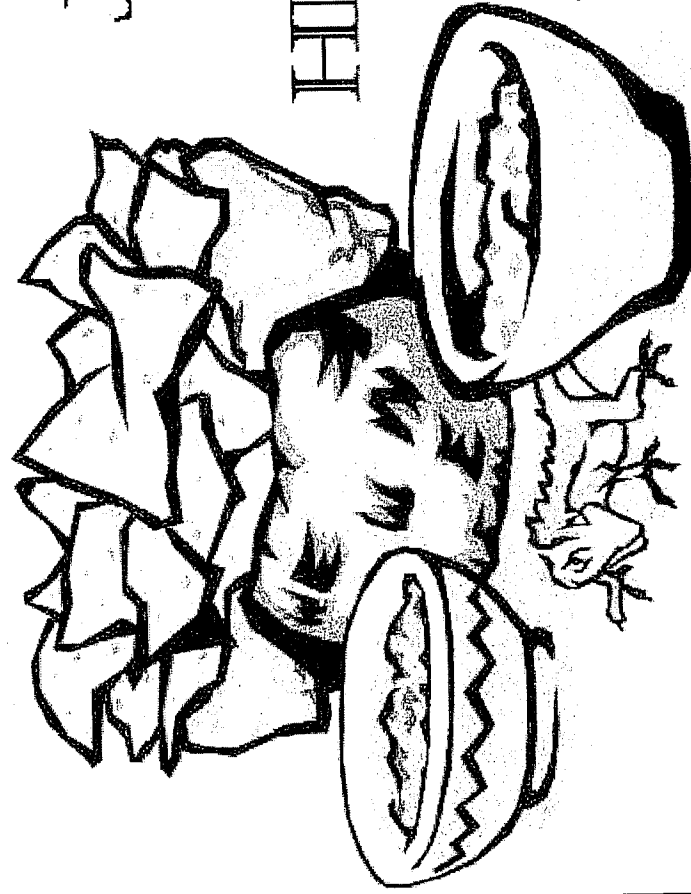
Buy a Raffle Ticket for Prizes!

Chili Courtesy of:
Big Daw's Steakhouse



SALSA TASTING

WEDNESDAY, OCT. 2ND



JOIN US ALL DAY
FOR A TASTE OF
HISPANIC HERITAGE.

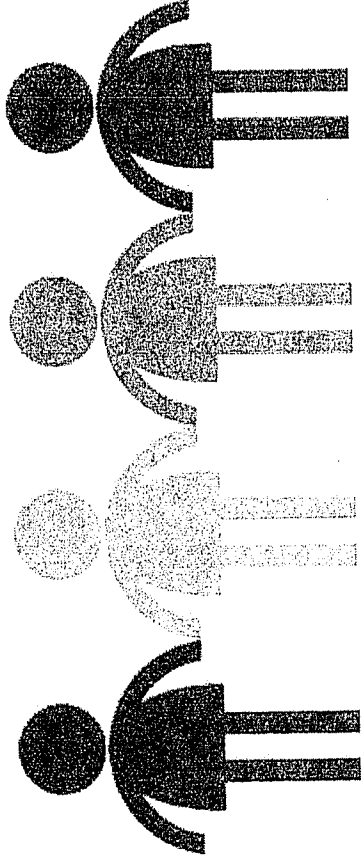
FIND YOUR
FAVORITE FLAVOR!

ALL ARE WELCOME!

¡TODOS SON BIENVENIDOS!

Human Trafficking in NW Oklahoma

**FREE
ADMISSION**



Mark YOUR Calendar!

Presented by Northwestern Oklahoma State University, Woodward Public Schools,
High Plains Technology Center, and American Association of University Women

January 30, 2014 (Thursday) *Community Event*

Speaker:

Officer Michael Snowden, Agent-in-Charge

Human Trafficking Division, Oklahoma Bureau of Narcotics and Dangerous Drugs Control

Locations:

Woodward High School

10:00AM—10:45AM

Assembly for HS Students

Woodward Middle School

01:30PM—03:00PM

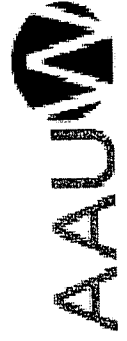
Assembly for MS Students

Auditorium Woodward High School

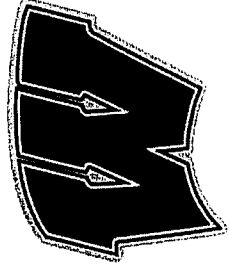
06:30PM—08:30PM

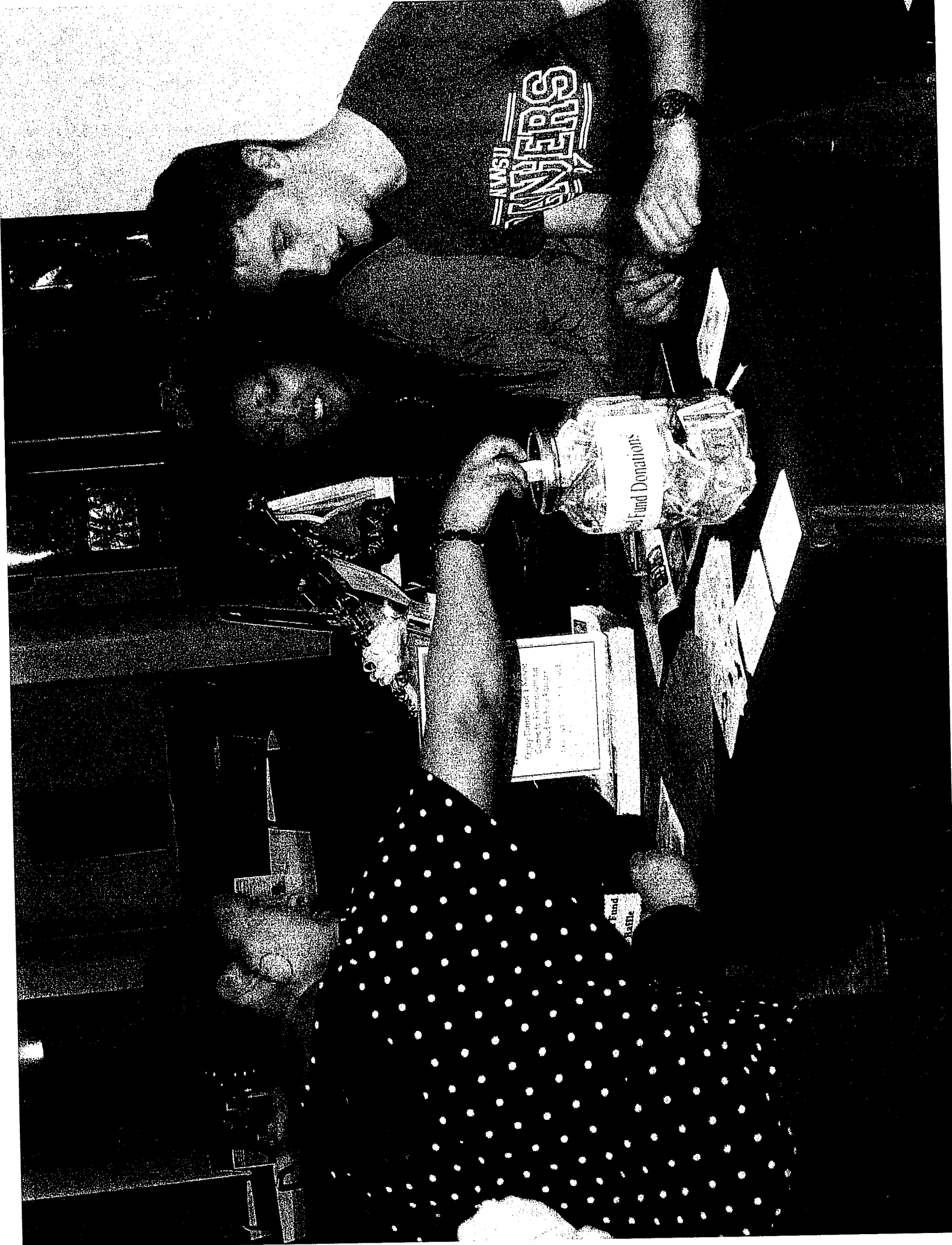
Open to Public (No Children Please)

Human Trafficking Toll Free Hotline: 855-617-2288



HIGH PLAINS









Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name Paige Fischer		
School/Department Name Office of Recruitment		
Primary Campus Location (check one)		
Alva ☒	Enid ☐	Woodward ☐

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

The Office of Recruitment manages the Northwestern Scholar Ambassador scholarship program and offers guidance to the members in helping with campus events and also executing service projects. These students participated in a service project at the Homestead Assisted Living Center in Alva, Oklahoma, this year. The service project was given the title, "Prom at the Homestead." The students designed homemade corsages and boutonnieres for the residents, danced with them, visited with them, and also served them punch and snacks. There were many ethnicities and ages present at the event. The Northwestern Scholar Ambassadors practiced inclusion by accommodating all types of diverse needs and making each resident feel important.

The Office of Recruitment reviewed the diversity training PowerPoint available on the Northwestern Oklahoma State University website. The Office of Recruitment staff members were also made aware of the resources available concerning diversity if any questions remained.

The Office of Recruitment serves a diverse population of students and focuses on providing the best possible assistance. The Office of Recruitment utilizes resources to accommodate the diverse needs represented at campus events and on a daily basis.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

The Office of Recruitment attends college fairs across the state that represents students of diverse backgrounds, gender, race, ethnicity, and socio-economic status.

The Office of Recruitment visits the United Urban Indian Council in Oklahoma City each year to recruit students.

We hosted several AVID groups on campus this academic year. AVID, Advancement Via Individual Determination, is a college readiness system for elementary through higher education that is designed to increase school-wide learning and performance. The student toured campus, visited with admissions counselors and current students, and dined in the Coronado Cafeteria. Many diverse backgrounds and ages were represented among the AVID students.

We also hosted several GEAR UP groups on campus. This discretionary grant program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

N/A

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

The Office of Recruitment focuses on practicing inclusion each day. Many times, an individual may need assistance during a campus tour, and we do our best to make his or her experience on campus as positive as possible by providing the necessary accommodations. Every student is treated with the utmost respect.

We advocate for social justice by presenting all of the available options for potential students. Depending on their ACT scores or high school academic performance, students may not meet the requirements for acceptance at Northwestern Oklahoma State University. In this case, we focus on giving the potential student all available resources to guide him or her through the appeals process.

The Office of Recruitment has a goal to make each student feel that he or she is a very important part of our university's success. We will go the extra mile to accommodate our students' needs, and we recognize this is a very important part of our job.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name		
Megan Stratton		
School/Department Name		
International Student Advisor/Student Services		
Primary Campus Location (check one)		
Alva ☒	Enid ☐	Woodward ☐

NWOSU Faculty and Staff accept and embrace a broad definition of diversity as differences among people based on Ethnicity, Race, Gender, Age, Exceptionalities, Religion, National Origin, Languages, Socio-Economic status, and Sexual Orientation.

Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

Diversity awareness and acceptance are demonstrated in our community by caring for one another. Just in the past couple of months the whole community of Alva and Northwestern Oklahoma State University came together to support a young boy who was fighting for his life caused from E-coli. Total strangers coming together to show their support. Diversity is embraced on-campus by people willing to get to know strangers and learning about them and where they come from. In my office I deal with all sort of diverse students. Getting to know the international students have made me more aware of all the different cultures and ethnicities we have on Northwestern Oklahoma State University campus. Awareness is also demonstrated by the International Student Organization wanting to teach about their plans to help grow Northwestern Oklahoma State University's diverse population on and off-campus. Student Services shows diversity acceptance and awareness by helping each and every student succeed in and out the classroom. Student service is there to help each student with their problems no matter what the situation might be. We each work together to help understand each diverse situation.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

I have not been employed at Northwestern Oklahoma State University for very long. For the time I have been here, I have been a part of one of the most entertaining, informative and fun events on-campus. The Festival of Cultures. This festival is an event held by all the international students at Northwestern. The International Student Organization sponsors this event and helps spread the word throughout the campus. The festival helps educate student, faculty, staff, administration and community members about all the different ethnicities we have here at Northwestern Oklahoma State University. The

international students cook ethnic cuisine along with performing cultural dances and songs from their home country. This incorporates so much diversity because it is an example of people wanting to learn about other cultures and trying new things. I also participated in Bahama Breakaway. This event is another example of a diverse group of students and employees coming together to have a great time. With such a diverse group of young people coming together no matter race, gender, age or ethnicity really proves that everyone at Northwestern Oklahoma State University is accepting of anyone.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

N/A

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

I practice inclusion by making sure everyone feels welcome on and off-campus. Even if it is just a smile as you pass by it makes that person feel noticed. I would never want to feel left out, so why would I want to leave someone else out. I am a huge advocate for social justice. I always have been. When I was younger I was always excluded from the "smart kids" because I have a learning disability. Feeling like I was being discriminated against, because it took me a little more time than most to read a paragraph, was probably one of the most hurtful and memorable moments of my elementary years. I am all for challenging people who think that exclusion is the way to handle situations. If someone is not willing to accept another person for who they are because of their age, race, ethnicity, gender or any other diverse quality about them, then they need to be taught how to accept someone for their differences not their similarities. I am a firm believer in leading by example. Natural leaders will not have to tell people what to do but they do the right thing and people follow them naturally. You never know who is watching you. By me not showing discrimination or exclusion I may be showing others how to do it as well. Also, I practice treating others how you want to be treated. I am kind and outgoing because I want people to feel like they can have a friend in me. I am hoping that by doing so it will help spread embracing human beings around the world.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name Caleb Mosburg
School/Department Name Student Services
Primary Campus Location (check one) Alva ☒ Enid ☐ Woodward ☐

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Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

The student services staff is encouraged to attend all diversity workshops held on campus and off campus if they wanted to attend.

The Student Services office assisted in the planning of Native American Heritage Month, Women's History Month, and Black History Month, and coordinated Hispanic Heritage Month.

Native American Heritage Month- The speaker was Minoma Littlehawk-Sill, but became ill at the last minute and was unable to speak that night. She was too presented on "The Cheyenne Way of Life." She's from Perryton Texas who is a member of the Cheyenne and Arapaho Tribes and now lives in Seiling, Oklahoma, She worked for the Washita Battlefield National Historic Site and for the Little Bighorn National Monument.

Women's History Month- Lean Craig was the speaker for our Women's Heritage Month. Leah presented "Clara Stocking and the Land Run of 1893." Clara's story is about making the run and lives in a sod house on her new claim. This story is to gain a deeper understanding of the challenges and opportunities women like her faced during this significant event in Oklahoma history. Leah Craig is a Curator of Education for the Oklahoma History Center.

Black History Month- The speaker for Black History Month was Bruce Fisher. Presently, Fisher is an administrative program officer at the Oklahoma Historical Society and curator for the development of the new African American exhibit in the Oklahoma History Center. He spoke about "Interpreting the African American Experience."

Hispanic Heritage Month- We had a Piñata breaking with the international office and the Spanish Department. The speaker for this event was one of our own students Gilda

Palacio. Gilda spoke about growing up in Meoqui Chihuahua Mexico and moving to the United States. She talks about her family history and growing up as a diverse student in this country.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

The student services department makes a strong effort to participate or attend many student life activities as well as most of other activities that are put on by campus clubs and organizations.

In September, our office organizes the Family Day event which allows the families of Northwestern students, who are from many parts of the world, to come together on campus and celebrate as Rangers from many diverse backgrounds. Families can participate in activities downtown and in the Student Center Ballroom during the day. This event also allows each family member to receive a ticket to get into the football game that day. Also, a tailgate style lunch is offered to those families who would like to participate.

In April, retention office and student life collaborated to organize an Easter Egg hunt for the students. This event helped promote being active on campus and provided an opportunity for our diverse student population to participate in a new event together. This event was also a good way for our student services staff to interact with the students outside of their offices.

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

N/A

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

I have monthly meetings with the student services leadership team to discuss all necessary topics needed to ensure department wide communication and inclusion. The leadership team consists of directors and/or coordinators of each office within student services.

The student services department will traditionally set up a Christmas party in December and a get-together event at the end of the spring semester to celebrate the work we have accomplished together as a team and enjoy a casual event together as a department.

As the Title IX Coordinator I work to stay aware of the equality, inclusion, and diversity on our campus by chairing the Gender Equity Committee and sitting as a member of the Diversity Committee and Heritage Month Celebration Committee.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

Faculty Diversity Documentation Guide

Academic Year 2013-2014

Please type your responses into the boxes provided.

Faculty/Staff Name Dr. Wayne McMillin			
School/Department Name Enid Campus			
Primary Campus Location (check one)			
Alva	Enid	X	Woodward

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Category 1 Understanding Diversity

How is diversity awareness and acceptance demonstrated in your community, offices or department?

The Enid campus provides upper-division Higher Education opportunities for a broad array of students and community members. Our student base is largely comprised of non-traditional students who originate from a diverse and varied demographic. The majority of students transfer from our partner in Higher Education, Northern Oklahoma College, but we also draw heavily from students at Vance Airforce Base and the many smaller surrounding communities of Northwest Oklahoma. The Enid campus adheres to State and Federal laws that promote Equal Employment Opportunities. Additionally, we maintain an office of Student services that oversees all student ADA requests.

Category 2 Respecting Diversity Across Campus

Describe the types of university, programmatic, departmental, or classroom activities that you have practiced, initiated, or supported during this academic year which have incorporated or celebrated diversity issues.

Activities:

American Sign Language Class Fall Semester 2013

Enid Writer's Club September 2013 – April 2014
 Constitution Day Celebration 9/16/2013
 Study Abroad Display (Dr. Lane) 9/17/2013
 Hispanic Heritage Fiesta/Salsa Tasting 9/18/2013
 Mental Health Summit 9/30/2013
 Hispanic Heritage Month Via ITV 10/21/2013
 Enid Intertribal Club Tasting Dinner 11/7/2013
 Oklahoma Small Business Veteran's Conference 11/12/2013
 Campus Thanksgiving Dinner 11/22/2013
 Native American Heritage Month Via ITV 11/25/2013
 Oklahoma Breast Care Center – Mobile Department 1/9/2014 & 3/28/2014
 Garfield County Child Advocacy Council 1/23/2014
 Garfield County Domestic Violence Task Force – Safe for Me 1/25/2014
 Entrepreneur Seminar 2/20/2014 – 2/21/2014
 African American Heritage Month Via ITV 2/24/2014
 Winter Chautauqua 2/27/2014 – 3/1/2014
 Meet the Professor Dr. Stone 11/14/2014 & Dr. Golightly 3/6/2014
 Why Me? The Ethical Obligations for Counselors Continuing Education Credit (Leigh Kirby) 3/26/2014
 Women's Heritage Month Via ITV 3/31/2014
 Northwest Child Advocates Conference 4/5/2014
 Domestic Violence Impact Panel (Dr. Scordato) 4/9/2014
 Rural Health Projects: Community Chat 4/17/2014

Category 3 Diversity in the Classroom

How does your syllabus reflect attention to diversity? What instructional methods do you employ which focus on diverse issues? How do you promote academic and personal success among students of diverse backgrounds? How do you promote respect for diversity in your classroom? (If this set of questions does not apply to you, please type N/A)

NA

Category 4 Pursuing Diversity

Describe your methods of practicing inclusion. How do you advocate for social justice in your field of study, department, and on campus?

As a campus we adhere to all University policies and procedures for practicing inclusion and social justice. Specifically, we have weekly Monday morning reports for key staff members, with once a month regular meetings. Additionally we have monthly faculty meetings. These meeting are to help disseminate and share pertinent information from the University level, departments and support offices. Issues of inclusion and social justice are often topics for discussion in these meetings. Additionally, the Enid campus leadership council is important in relying and passing information from student body to administration.

Feel free to use additional pages if necessary. Please submit these typewritten to Dr. Kay Decker, Chair of Diversity Committee, at kldecker@nwosu.edu

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NWOSU Diversity Report 2013 -2014

Student Life

The following section (Page 229 - Page 308) has been removed from this digital reproduction due to concerns regarding republication of copyrighted materials.

A list of the content presented has been included in the full typed transcript and the original pages can be viewed within the original publication.

NWOSU Diversity Report 2013-2014

Conclusion

Conclusion

The Diversity Committee wishes to thank the NWOSU Senior Administration for providing funding and support for the various events and ongoing activities sponsored by the Diversity Committee and the various academic and student services departments. Without administrative assistance and direction, NWOSU could not serve as the guiding force of inclusion in this culturally homogeneous region of the United States.

The faculty and staff at NWOSU provide numerous opportunities to the students and surrounding service area communities to engage in experiential learning activities which emphasize the necessity of understanding the global environment. In a region that is predominantly White, middle-class and Protestant, it is important for the university to continually focus attention on the global nature of politics, business, and service. Not only do the students at NWOSU deserve this educational exposure, but the general public within the service area must be able to experience the value of global thinking as well.

While diversity frequently brings to mind the cultural differences among and between groups within a given region, it also must create an awareness and acceptance of difference in other aspects of living. As Americans continue to live longer and better lives, younger generations must be taught the value of intergenerational harmony, and the needs associated with aging. The Southern Great Plains region exhibits one of the highest dependency ratios in America, and this fact alone underscores the increasing demand for the requisite community-based health and social services designed to serve an aging and increasingly poorer and dependent population. NWOSU continues to support the efforts of its helping professions programs by providing the resources necessary to meet the various accreditation programmatic standards. These programs will graduate students who have the abilities and knowledge to serve all segments of the population.

Finally, as one of the regional universities in the State of Oklahoma which is responsible for educating future generations of public school teachers, NWOSU realizes the importance of educating its prospective teacher education candidates about the special needs population within the public school arena. Learning, interacting and experiencing a world of opportunity should not be hindered by artificial barriers to access. The education program at NWOSU creates numerous opportunities for its education majors to engage in activities which increase their exposure to the broad scope of difference.

NWOSU insures through its academic practices and its institutional policies and procedures that a continued emphasis is placed on inclusion, understanding and acceptance of difference within and among its faculty, students, communities, and the broader world. A prime example of NWOSU's institutional goal of creating opportunity for learning in a global atmosphere is the partnership that has emerged between Sias University in China, UISIL and NWOSU, and the renewed emphasis on Study-Abroad opportunities. The global exposure of these opportunities will insure that individual growth options exist for students and faculty to experience life and learning in other cultures around the world.



End of Document

Northwestern Oklahoma State University

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Diversity Report**

2013 - 2014

Academic Year

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